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ABSTRACT

This special education curriculum, developed by the Garland (Texas) Independent School District, outlines the basic tools for preparing an Individual Educational Plan (IEP) for each handicapped student. The curricular information is organized and coded to facilitate computerized printing of the IEP. The document begins with a list of 13 handicapping conditions, 20 responsible staff positions, 119 curriculum areas, and almost 1,000 suggested resources/materials, along with their computer codes. Long-term goals are provided for the areas of reading, written expression, math, spelling, early childhood, hospital/homebound, occupational/physical therapy, vision, adapted physical education, developmental instruction/life skills, preverbal, early language, language, articulation, fluency, vocational life skills, tongue thrust, voice, behavior, and maintenance of essential elements. Short-term objectives comprise the following section and are categorized as follows: social/emotional, speech and language, visually handicapped, adapted physical education, occupational/physical therapy, life skills, early childhood, elementary, secondary, and maintenance. Some of the objectives are accompanied by the codes for appropriate materials from the "Suggested Resources/Materials" list. The volume concludes with competency tests for each area. (JDD)

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ED292258

Special Education Curriculum

(Computerized IEP Catalog)

Garland ISD
Special Education Department
Garland, Texas 75040

EC 202040

BEST COPY AVAILABLE

INTRODUCTION

. Acknowledgements
. Foreward
. Table of Contents
. S-SE-1072A
. Computerized IEP
. S-SE-932A

ACKNOWLEDGEMENTS

This document contains the contributions of varied groups of persons, including those who will ultimately be involved in individualized educational program activities. It is intended to serve as a practical guide to the implementation of the individualized educational program process.

Countless hours of work by truly dedicated professional educators have resulted in this publication. Garland teachers are top rate and have helped to build the program. They will continue to develop and revise the program.

The Garland Special Education Consultants, listed below, have worked diligently to make this document a reality:

Sue Brunz
King Harris
Sandra Shugart
Mary Wallace

A special word of thanks is extended to Quinton Pierce, Director of Computer Services, and his staff, without whom, this document would not be possible.

Meredith Dixon Smith

Meredith Dixon Smith, Director
Special Education

FOREWORD

All students enrolled in special education programs must have a written Individual Educational Plan (I.E.P.) to address educational priorities.

The purpose of this document is designed to provide technical assistance to educators by outlining the basic "tools of the trade" in an organizational format which will relieve them of much of the paper work involved in contemporary teaching/planning.

Goals and short-term objectives are categorized as follows:

- Social Emotional
- Speech/Language
- Visually Handicapped
- Adapted P.E.
- OT/PT
- Life Skills
- Early Childhood
- Elementary
- Secondary
- Maintenance

The goals and short-term objectives are coded for computerized printing of the I.E.P. Suggested resources/materials are designated by codes.

It is anticipated that this document will assist educators in facilitating the development of I.E.P.'s.

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    B. Speech and Language
    C. Visually Handicapped
    D. Adapted P.E.
    E. OT/PT
    F. Life Skills
    G. Early Childhood
    H. Elementary
    I. Secondary
    J. Maintenance

GARLAND INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION
COMPUTERIZED IEP SELECTION FORM

School________________ Loc #__________

Teacher________________ SS#__________

Student________________ ID#__________

Primary Handicap (Code #)__________

Secondary Handicap (Code #)__________

Curriculum Area (Code #)__________

Position Responsible (Code #)__________

Long Term Goal (Code #)__________

Short Term Objectives (Minimum of 3)

Sort/Seq. #	Code #	Sort/Seq. #	Code #
10		15	
20		25	
30		35	
40		45	
50		55	
60		65	
70		75	

Additional Objective_____(Object)__________

Suggested Materials/Resources (Code #'s)

IEP #__________ Data Clerk__________

S-SE-1072A

GARLAND INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION
COMPUTERIZED IEP SELECTION FORM

School________________ Loc #__________

Teacher________________ SS#__________

Student________________ ID#__________

Primary Handicap (Code #)__________

Secondary Handicap (Code #)__________

Curriculum Area (Code #)__________

Position Responsible (Code #)__________

Long Term Goal (Code #)__________

Short Term Objectives (Minimum of 3)

Sort/Seq. #	Code #	Sort/Seq. #	Code #
10		15	
20		25	
30		35	
40		45	
50		55	
60		65	
70		75	

Additional Objective_____(Object)__________

Suggested Materials/Resources (Code #'s)

IEP #__________ Data Clerk__________

S-SE-1072A

STUDENT NAME: FRANCES K FISHER
STUDENT ID: 015910
PRIMARY HANDICAP: HI - HEARING IMPAIRED
SECONDARY HANDICAP: VH - VISUALLY HANDICAPPED
INSTRUCTIONAL/DEVELOPMENT LEVEL: ( )

DATE DEVELOPED: 07/01/86
DATE ACCEPTED BY ARD: 08/15/86
CURRICULUM AREA: READING
POSITION RESPONSIBLE: EC TEACHER
SPEECH THERAPIST

DATE OF NEXT ANNUAL REVIEW: ( )
IEP CONTROL NUMBER: 600014

REVIEW CODES
+ = MASTERED
- = NO PROGRESS
C = CONTINUE
D = DISCONTINUE
P = PROGRESSING
I = NOT INTRODUCED
A = ANNUAL
E/W = END YEAR/WITHDRAW

LONG TERM ANNUAL GOAL:
THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIRST GRADE READING SKILLS.

SHORT TERM OBJECTIVES: WHEN GIVEN APPROPRIATE INSTRUCTION, THE STUDENT WILL:	CRITERIA	REVIEW DATES A	 E/W	COMMENTS
ELR602 WHEN GIVEN A LIST OF WORDS, DEFINE THE WORDS HAVING MULTIPLE MEANINGS. ELA (3)(B)<II>.				
ELR614 AFTER READING A SELECTION, RESPOND TO QUESTIONS, WHO, WHAT, WHERE, WHY, WHEN. ELA (3)(C)<II>.				
ELR618 WHEN GIVEN A STORY TO READ, PREDICT THE OUTCOME. ELA(3)(D)<II>.				

SUGGESTED MATERIALS/RESOURCES INCLUDE :

READING FOR EVERY DAY
ENGLISH DRILLS
ENGLISH EXERCISES

Student N[illegible] ____________________
Student [illegible] ____________________
Primary Handicap____________________
Secondary Handicap____________________
Instructional/Developmental Level__________

Date Develo[illegible]____________________
Date Accept[illegible]y ARD____________________
Curriculum Area____________________
Position Responsible____________________

Date of Next Annual Review____________________
IEP Control #____________________

REVIEW CODES
+ = Mastered
- = No Progress
C = Continue
D = Discontinue
P = Progressing
I = Not Yet Introduced

A = Annual
E/W = End of Year/ Withdrawal

IV. Long Term Annual Goal:

Short Term Objectives: When given appropriate instruction, the student will:	CRITERIA	REVIEW DATES		COMMENTS
		A	E/W	

Suggested Materials/Resources Include:

S-SE-932A (Rev. 7/86)

White-Special Education Folder
Yellow-Special Education Teacher

PROCEDURES

- Handicapping Conditions
- Curriculum Areas
- Position Responsible
- Annual Goals
- Suggested Resources/Materials

COMPUTERIZED IEP PROCEDURES

A. IEP Selection Form

1. Complete Computerized IEP Selection Form (S-SE-1072A) as follows:

   a. School
   b. Location #
   c. Teacher Name
   d. Social Security #
   e. Student Name
   f. Student ID #

   Select code numbers **(Record zeros as 0)** from Special Education curriculum catalog for:

   g. Primary Handicap
   h. Secondary Handicap (if applicable)
   i. Curriculum Area
   j. Position Responsible
   k. Long Term Goal
   l. Short Term Objectives - (Minimum of three) record in sequence from left to right in the order to be printed.
   m. Suggested Materials/Resources
   n. An additional objective may be written if not found in the Special Education Curriculum Catalog. When adding an additional objective remember to record it as **OBJ** in the desired sort/sequence. This will insure the appropriate insertion within the sequence of the IEP objectives.
   o. IEP # - Automatically assigned by computer. **DO NOT COMPLETE.**

2. Submit completed computerized IEP Selection Form to data clerk/secretary at least **ONE WEEK** prior to scheduled ARD committee meeting.

3. Review printed IEP for content and accuracy prior to ARD committee meeting. Present printed IEP to ARD committee.

4. If changes, deletions, or additions are needed, make corrections in **red pen/pencil** on the printed IEP. A new selection form may be used if necessary (i.e., additional goals/objectives, subjects not identified prior to ARD).

5. Complete date accepted by ARD committee on printed IEP.

6. Following the ARD committee meeting, return accepted IEP to data clerk/secretary. Data clerk will make corrections and put in accepted date.

7. The special education teacher will obtain copies of the accepted IEP. One copy is to be filed in the student folder. Additional copies may be distributed as needed (i.e., teacher copy, parent copy, etc.).

B. Handwritten Entries

1. Identify Instructional/Developmental Level.

   - Instructional applies to academic areas (i.e., reading, science). Document with grade level as assessed.
   - Developmental applies to developmental areas (i.e., speech/language, self-help). Document with year/month as assessed.

2. Specify mastery criteria in the criteria column as one of the following:

   - minimum of 70%
   - minimum of 7/10 trials
   - increment of time

3. Complete date of next annual review.

4. Complete date accepted by ARD.

C. IEP Review Procedures

1. The IEP must be reviewed:

   - at the annual ARD meeting
   - at the end of each school year/one semester course
   - upon student's withdrawal from school
     (PIP IEP's must be reviewed quarterly)

2. Use appropriate review codes printed on the IEP, date, and initial. A column is also provided for comments, which can be extended on the back of the page or recorded on attachments. A comment must be accompanied by review codes and dates.

HANDICAPPING CONDITIONS

ID ****	DESCRIPTION **
H001	DB - DEAF BLIND
H002	VH - VISUALLY HANDICAPPED
H003	LD - LEARNING DISABLED
H004	ED - EMOTIONALLY DISTURBED
H005	SH - SPEECH HANDICAPPED
H006	MR - MENTALLY RETARDED
H007	HI - HEARING IMPAIRED
H008	AU - AUTISTIC
H009	OI - OTHER HEALTH IMPAIRED
H010	OH - ORTHOPEDICALLY HANDICAPPED
H011	MH - MULTIPLY HANDICAPPED
H012	PG - PREGNANT
H013	DD - DEVELOPMENTAL DELAY (0-3 ONLY)

POSITION RESPONSIBLE

ID ****	DESCRIPTION ***
P001	CBSE TEACHER
P002	DI TEACHER
P003	BA TEACHER
P004	PIP TEACHER
P005	EC TEACHER
P006	EC/SPH TEACHER
P007	SPH TEACHER
P008	SPEECH THERAPIST
P009	OT
P010	PT
P011	ADAPTED P.E.
P012	HOSPITAL/HOMEBOUND
P013	VH TEACHER
P014	VAC
P015	ASSOCIATE PSYCHOLOGIST
P016	COUNSELOR
P017	HI TEACHER
P018	PRINCIPAL
P019	PARENT
P020	STUDENT

CURRICULUM AREAS

ID ****	DESCRIPTION **
C001	COGNITION
C002	COMMMUNICATION
C003	GROSS/FINE MOTOR
C004	SOCIAL/EMOTIONAL
C005	SELF HELP
C006	DOMESTIC
C007	COMMUNITY
C008	LEISURE/INDOOR
C009	VOCATIONAL
C010	READING
C011	WRITTEN LANGUAGE
C012	SPELLING
C013	MATH
C014	ENGLISH 6
C015	ENGLISH 7
C016	ENGLISH 8
C017	READING 6
C018	READING 7
C019	READING 8
C020	MATHEMATICS 6
C021	MATHEMATICS 7
C022	MATHEMATICS 8
C023	SCIENCE 6
C024	LIFE SCIENCE 7
C025	EARTH SCIENCE 8
C026	WORLD CULTURES 6
C027	TEXAS HISTORY 7
C028	AMERICAN HISTORY/CITIZENSHIP 8
C029	HEALTH 6
C030	COMPUTER LITERACY
C031	SPEECH
C032	BA PHYSICAL EDUCATION 6
C033	BA PHYSICAL EDUCATION 7
C034	BA PHYSICAL EDUCATION 8
C035	VOCATIONAL SKILLS TRAINING 6
C036	VOCATIONAL SKILLS TRAINING 7
C037	VOCATIONAL SKILLS TRAINING 8
C038	CBSE SOCIAL STUDIES 6
C039	CBSE AMERICAN HISTORY/GOVERNMENT
C040	DI SCIENCE
C043	DI SOCIAL STUDIES
C046	ENGLISH I
C047	ENGLISH II

CURRICULUM AREAS

ID ****	DESCRIPTION **
C048	ENGLISH III
C049	ENGLISH IV
C050	FUNDAMENTALS OF MATH I B
C051	CONSUMER MATH
C052	MATH OF CONSUMER ECONOMICS
C053	PRE-ALGEBRA
C054	INFORMAL GEOMETRY
C055	PHYSICAL SCIENCE
C056	INTRODUCTORY BIOLOGY I (B)
C057	BIOLOGY
C058	HEALTH
C059	U.S. HISTORY
C060	WORLD HISTORY
C061	WORLD GEOGRAPHY
C062	U.S. GOVERNMENT
C063	ECONOMICS/FREE ENTERPRISE
C064	BUSINESS ARITHMETIC
C065	BA MARINE SCIENCE
C066	BA ASTRONOMY
C067	BA RECORD KEEPING
C068	BA PRELIMINARY ART I
C069	BA PRELIMINARY ART II
C070	BA FAMILY LIVING
C071	BA CONSUMER EDUCATION
C072	BA CHILD DEVELOPMENT
C073	BA FAMILY INDIVIDUAL HEALTH
C074	DI MATHEMATICS
C086	DI HEALTH
C087	DI VOCATIONAL SKILLS TRAINING
C095	VAC I
C096	VAC II
C097	VAC HALF-DAY (OJT)
C098	VAC FULL-DAY (OJT)
C099	ADAPTED PHYSICAL EDUCATION M.S.
C100	ADAPTED PHYSICAL EDUCATION H.S.
C101	LEISURE/OUTDOOR
C102	LEISURE/SCHOOL
C103	LEISURE/COMMUNITY
C104	ADAPTED PHYSICAL EDUCATION ELEM.
C105	VISION
C106	SPEECH/LANGUAGE
C107	READING IMPROVEMENT
C108	ENGLISH
C109	SCIENCE
C110	HEALTH

CURRICULUM AREAS

ID ****	DESCRIPTION **
C111	SOCIAL STUDIES
C112	BUSINESS
C113	VAC
C114	MAINTENANCE
C115	DI VAC I
C116	DI VAC II
C117	DI VAC III
C118	DI VAC IV
C119	DI READING

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
ECH000	EARLY CHILDHOOD CURRICULM
ECH001	PEABODY LANGUAGE (P)
ECH002	PEEK
ECH003	GOALS LANGUAGE ACT. (LEVEL 1)
ECH004	MUSICAL INSTRUMENTS
ECH005	RECORDS, TAPES, MUSICAL EQUIPMENT
ECH006	AUDITORY PERCEPTION TRAINING (DLM)
ECH008	BOOKS, FINGERPLAYS, FLANNELBOARD ACTIVITIES, GAMES
ECH026	ADAPTIVE EQUIPMENT
ECH027	SENSORY STIMULATION EQUIPMENT
ECH028	CLASSROOM FURNITURE
ECH046	VISUAL EQUIPMENT
ECH086	PERSONAL HYGIENE SUPPLIES
ECH087	TOILETING EQUIPMENT
ECH088	CLOTHING
ECH089	FOOD;FEEDING EQUIPMENT
ENG001	ADULT READING PROGRAM, LEVEL I
ENG002	ASSOCIATED PRESS, READING COMPREHENSION PROGRAM (KIT)
ENG003	CONTEXT PHONETIC CLUES
ENG004	DAILY LIVING SKILLS (KIT)
ENG005	INSTRUCTIONAL AID KITS
ENG006	L.A.B.E.L. (KIT)
ENG007	NEWSBOOK: A COMPREHENSIVE WORKTEXT
ENG008	OUTLINE BUILDING KIT
ENG009	OUTLINGING KIT
ENG010	PACEMAKER CORE VOCABULARIES
ENG011	PACEMAKER VOCATIONAL READERS
ENG012	PICTO-VOCABULARY SERIES
ENG013	PRACTICE PADS, INTERMEDIATE
ENG014	PRACTICE PADS, PRIMARY
ENG015	READING FOR EVERY DAY (KIT)
ENG016	READER'S WORKSHOP I
ENG017	SIGHT WORDS FOR SURVIVAL (KIT)
ENG018	SIGN LANGUAGE, BOOK A-D
ENG019	SKILLS FOR LIVING I, II, III, IV
ENG020	SURVIVAL GUIDES, SIX BOOKS
ENG021	SURVIVAL READING: A DEVELOPMENTAL APPROACH
ENG022	SURVIVAL SIGNS
ENG023	SURVIVAL VOCABULARY LIBRARY
ENG024	SURVIVAL VOCABULARY, SIX BOOKS
ENG025	TRAFFIC SIGN BINGO
ENG026	USING FUNCTIONAL WORD SIGNS
ENG027	WORD ANALYSIS KIT

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
ENG028	G-CLASS APPEDIX
ENG029	GUIDE II
ENG030	TARGET II
ENG031	BECOMING INDEPENDENT
ENG032	ENGLISH AS A SECOND LANGUAGE
ENG033	EYE HAND EXERCISES I,II
ENG034	PEGGY'S PICTURE COOKBOOK
ENG035	READING GAME VOCABULARY PROGRAM
ENG036	SPECIAL PICTURE COOKBOOK
ENG037	TMR SURVIVAL SKILLS
ENG038	WORD PICTURE PROGRAM
ENG039	SEQUENCING READ PATTERNS
ENG040	ABBREVIATIONS
ENG041	ENTERING THE WORLD OF WORK
ENG042	EVERYDAY READING SKILLS
ENG043	FOLLOWING DIRECTIONS - ADVANCED
ENG044	FRIENDLY SIGHT WORDS
ENG045	FUNCTIONAL SIGNS
ENG046	INTERNATIONAL SIGNS AND SYMBOLS
ENG047	REAL LIFE READING SKILLS
ENG048	REAL LIFE WRITING SKILLS
ENG049	SCOPE VISUALS: FUNCTIONING WRITING SKILLS
ENG050	SCOPE VISUALS 29 FOLLOWING DIRECTIONS
ENG051	SPAR
ENG052	SURVIVAL READING TASK CARDS
ENG053	USEFUL WORDS I, II
ENG054	ZERO IN ON FUNCTIONAL READING
ENG055	ALL PURPOSE PHOTO LIBRARY
ENG056	BASIC CONCEPTS
ENG057	BUZZER BROAD/PATTERN CARDS
ENG058	COMMUNITY SIGN READING
ENG059	LANGUAGE OF AMERICA
ENG060	LANGUAGE REINFORCEMENT
ENG061	MONEY BIG BOX
ENG062	PRE-VOCATIONAL TRAINING KIT
ENG063	PROGRAMMED BASIC LEARNING
ENG064	PROJECT MORE
ENG065	READING THROUGH PICTURES
ENG066	SAIL
ENG067	TALK! TALK! TALK!
ENG068	TRAINING FUN WORKBOOKS
ENG069	CATALOGUES
ENG070	NEWSPAPERS
ENG071	TASKMASTER SERIES
ENG072	LUNCHBOX HANDWRITING KIT

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
ENG073	SCHOOLHOUSE SPELLING A, B
ENG074	SEQUENTIAL SPELLING I - VIII
ENG075	SPELLING SKILLS FOR EVERYDAY USE 1-6
ENG076	ENGLISH DRILLS
ENG077	ENGLISH EXERCISES
ENG078	GRAMMAR COMPETENCY LAB
ENG079	GRAMMAR-CONTINENTAL PRESS
ENG080	GRAMMAR (TASKMASTER)
ENG081	GROWTH IN GRAMMAR
ENG082	LANGUAGE CLUES
ENG083	LANGUAGE SKILL BOOKS (STRECK VAUGHN)
FLS003	PEABODY LANGUAGE KIT
FLS004	BUY AND SELL
FLS006	THE ME I KNOW - BEING ME
FLS008	LISTENING-LEARNING-DOING
FLS009	HOW TO USE THE TELEPHONE
FLS010	TELEZONIA
FLS011	MEETING BASIC READING COMPETENCIES
FLS013	ENGLISH FOR EVERYDAY
FLS014	I CAN MAKE IT ON MY OWN
FLS015	KIDS AND CAREERS
FLS016	SYSTEM 80 LEARNING ESSENTIAL VOCABULARY - KITA
FLS017	SYSTEM 80 LEARNING ESSENTIAL VOCABULARY - KIT B
FLS018	SYSTEM 80 LEARNING ESSENTIAL VOCABULARY - KIT C
FLS019	SYSTEM 80 LEARNING ESSENTIAL VOCABULARY - KIT D
FLS020	SYSTEM 80 LEARNING ESSENTIAL VOCABULARY - KIT E
FLS021	SUPER SHEETS IV DEVELOPING COMPETENCY IN LIFE SKILLS
HEA001	HBJ HEALTH (6)
HEA002	STECK VAUGHN HEALTH SERIES
HEA003	HBJ HEALTH(8)
HEA004	ME NOW
HEA005	MODERN HEALTH
HEA006	FIRST AID MANUAL
HEA007	C.P.R. STUDENT WORKBOOK
HEA008	NUTRITION
MAP001	FOOTBALL
MAP002	8" BALL
MAP003	3"-4" BALL
MAP004	BEANBAGS
MAP005	FRISBEE
MAP006	RACQUET
MAP007	BAT/VMC BAT
MAP008	BATTING TEE
MAP009	POLO STICK/HOCKEY STICK
MAP010	MEDICINE BALL

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MAP011	TARGET
MAP012	BOWLING BALL
MAP013	BOUNDARY CONES
MAP014	SOCCER BALL
MAP015	KICKING TEE
MAP016	RECORDS/TAPES
MAP017	CHINNING BAR
MAP018	BUOY ROPE
MAP019	PARACHUTE
MAP020	WEIGHTS
MAP021	BALANCE BEAM
MAP022	TEACHER DIRECTED GAMES
MAP023	BALANCE BEAM
MAP024	CRAYONS/MARKERS
MAP025	POP BEADS
MAP026	PEG BOARD/PEGS
MAP027	BEADS/STRING
MAP028	SEWING CARDS
MAP029	SCISSORS
MAP030	PLAYING CARDS
MAP031	LITE BRITE
MAP032	MEASURING TAPE
MAP033	JUMP ROPE
MAP034	RECREATIONAL/BOARD GAMES
MAP035	BEACH BALL
MAP036	SCOOTER BOARD
MBE002	POSITIVE AND NEGATIVE REWARDS
MBE004	BEHAVIOR MODIFICATION PROGRAM
MBE006	CHECK SHEETS
MBE008	ASSERTIVE DISIPLINE
MBE010	TEACHER OBSERVATION
MBE012	TIME OUT
MBE014	PARENT NOTIFICATION
MBE016	DETENTION
MBE018	ADDED HOMEWORK
MBE020	CORPORAL PUNISHMENT
MBE022	REASSIGNMENT ROOM
MBE024	HOME-BASED STUDY
MSC001	REGULAR EDUCATION TEXTBOOK
MSC002	REGULAR EDUCATION CURRICULUM GUIDE
MSC003	MODIFIED TEXTBOOK
MSC004	TAPED TEXTBOOK
MSC005	TEACHER-MADE MATERIALS
MSC006	AN INQUIRY INTO THE NATURE OF LIFE
MSC007	BASIC BIOLOGY

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MAP011	TARGET
MAP012	BOWLING BALL
MAP013	BOUNDARY CONES
MAP014	SOCCER BALL
MAP015	KICKING TEE
MAP016	RECORDS/TAPES
MAP017	CHINNING BAR
MAP018	BUOY ROPE
MAP019	PARACHUTE
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MAP025	POP BEADS
MAP026	PEG BOARD/PEGS
MAP027	BEADS/STRING
MAP028	SEWING CARDS
MAP029	SCISSORS
MAP030	PLAYING CARDS
MAP031	LITE BRITE
MAP032	MEASURING TAPE
MAP033	JUMP ROPE
MAP034	RECREATIONAL/BOARD GAMES
MAP035	BEACH BALL
MAP036	SCOOTER BOARD
MBE002	POSITIVE AND NEGATIVE REWARDS
MBE004	BEHAVIOR MODIFICATION PROGRAM
MBE006	CHECK SHEETS
MBE008	ASSERTIVE DISIPLINE
MBE010	TEACHER OBSERVATION
MBE012	TIME OUT
MBE014	PARENT NOTIFICATION
MBE016	DETENTION
MBE018	ADDED HOMEWORK
MBE020	CORPORAL PUNISHMENT
MBE022	REASSIGNMENT ROOM
MBE024	HOME-BASED STUDY
MBE025	RESTRAINT
MBE026	SUSPENSION
MBE027	EXPULSION
MDI001	CLOCK
MDI002	RULER
MDI003	SCALE
MDI004	SEWING MATERIALS

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MDI005	COOKING EQUIPMENT/UTENSILS
MDI006	JOB APPLICATIONS
MDI007	VOCATIONAL MATERIALS
MDI008	ART SUPPLIES
MDI009	CALCULATORS
MDI010	GLOBE
MDI011	MAP
MDI012	DART BUS
MDI013	COMMUNITY-BASED INSTRUCTION
MDI014	WORKBOOKS
MOT001	EQUILIBRIUM BOARD
MOT002	NDT BALL
MOT003	BOLSTER
MOT004	WEDGE
MOT005	MAT ACTIVITIES
MOT006	MUSCLE RELAXATION TECHNIQUES
MOT007	THERAPEUTIC GAMES AND ACTIVITIES
MOT008	MUSCLE STRENGTHENING TECHNIQUES
MOT009	AROM (ACTIVE RANGE OF MOTION)
MOT010	PROM (PASSIVE RANGE OF MOTION)
MOT011	AAROM (ACTIVE ASSISTIVE RANGE OF MOTION)
MOT012	WHEELCHAIR
MOT013	WALKER
MOT014	CRAWLER
MOT015	STANDING FRAME
MOT016	BLANKET
MOT017	PILLOWS
MOT018	TACTILE MEDIA
MOT019	DRESSING FRAMES
MOT020	VISUAL MOTOR WORKSHEETS
MOT021	THERAPY PUTTY
MOT022	TRICYCLE
MOT023	JET MOBILE
MOT024	CHALK/CHALKBOARD
MOT025	PARQUETRY
MOT026	PEG DESIGNS
MOT027	CUBE DESIGNS
MOT028	NESTING BARRELS
MOT029	NUTS AND BOLTS
MOT030	THERABAND
MOT031	LACING CARDS
MOT032	SORTING ACTIVITIES
MOT033	ELECTRICAL STIMULATION
MSC001	REGULAR EDUCATION TEXTBOOK
MSC002	REGULAR EDUCATION CURRICULUM GUIDE

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MSC008	BASIC SCIENCE FOR LIVING
MSC009	BIOLOGY OF PLANTS AND ANIMALS
MSC010	CAMBRIDGE WORK-A-TEXT
MSC011	CONCEPTS IN SCIENCE
MSC012	CURRENT SCIENCE
MSC013	EARTH SCIENCE
MSC014	FOCUS ON PHYSICAL SCIENCE
MSC015	GATEWAYS TO SCIENCE SERIES
MSC016	GUIDE II
MSC017	HEALTH AND YOU
MSC018	HELP! FIRST AID AND BIOLOGY
MSC019	JUMBO SCIENCE YEARBOOK
MSC020	MAN, MOTION, AND MACHINES
MSC021	MCP SCIENCE WORK-A-TEXT
MSC022	ME AND MY BODY
MSC023	ME AND MY ENVIRONMENT
MSC024	ME NOW
MSC025	OUR WORLD OF SCIENCE
MSC026	PHYSICAL SCIENCE
MSC027	PLANT LIFE
MSC028	READING ABOUT SCIENCE SERIES
MSC029	SCIENCE FOR YOU
MSC030	STECK VAUGHN HEALTH SERIES
MSC031	STECK VAUGHN SCIENCE SERIES
MSC032	TARGET II
MSC033	THE EARTH BEYOND
MSC034	THE HUMAN BODY
MSC035	WONDERS OF SCIENCE, THE
MSC036	YOU CAN EXPLORE
MSE001	REGULAR EDUCATION TEXTBOOK (BASIC)
MSE002	REGULAR EDUCATION CURRICULUM GUIDE (BASIC)
MSE003	MODIFIED TEXTBOOK
MSE004	TEACHER-MADE MATERIALS
MSE005	WICAT
MSE006	ABBREVIATIONS
MSE007	ADJECTIVES, ADVERBS PROP
MSE008	BASIC ENGLISH COMPOSITION
MSE009	BASIC ENGLISH GRAMMAR
MSE010	BASIC GOALS IN SPELLING
MSE011	CAPITALIZATION AND PUNCTUATION
MSE012	CATALOGUES
MSE013	COMPUTER ENGLISH
MSE014	CONTINUOUS PROGRESS IN SPELLING
MSE015	ENGLISH DRILLS
MSE016	ENGLISH EXERCISES

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
MSE017	ENGLISH FOR EVERYDAY
MSE018	ENGLISH FOR THE WORLD OF WORK
MSE019	ENGLISH THAT WE NEED
MSE020	ENGLISH TO USE
MSE021	ESP BASIC ENGLISH
MSE022	FOLLOWING DIRECTIONS
MSE023	FORMS AND MESSAGES
MSE024	FRED WRITER
MSE025	GRAMMAR COMPETENCY LAB
MSE026	GRAMMAR (CONTINENTAL PRESS)
MSE027	GRAMMAR (SRA)
MSE028	GRAMMAR (TASKMASTER)
MSE029	GRAMMAR AND MECHANICS
MSE030	GROWTH IN GRAMMAR
MSE031	GUIDE II
MSE032	JUMBO ENGLISH
MSE033	KEYS TO GOOD ENGLISH
MSE034	KIDS AND COMPANY
MSE035	LANGUAGE BIG BOX
MSE036	LANGUAGE CLUES
MSE037	LANGUAGE REINFORCEMENT
MSE038	LANGUAGE SKILLS (STECK VAUGHN)
MSE039	LIFE SKILLS ENGLISH
MSE040	LEARNING TO ALPHABETIZE
MSE041	LUNCHBOX HANDWRITING KIT
MSE042	MOTTS BASIC LANGUAGE PROGRAM
MSE043	MOVING UP IN GRAMMAR
MSE044	MULTIPLE SKILLS SERIES
MSE045	MY YEARBOOK
MSE046	NEWSPAPERS
MSE047	NOUNS AND PRONOUNS WORKBOOK
MSE048	OUTLINING BUILDING KIT
MSE049	OUTLINING KIT
MSE050	PACEMAKER CORE VOCABULARIES
MSE051	PICTO-VOCABULARY SERIES
MSE052	PUNCTUATION AND CAPITALIZATION
MSE053	SCHOOL ZONE SPELLING PUZZLES
MSE054	SCHOOLHOUSE SPELLING
MSE055	SEQUENTIAL SPELLING
MSE056	SPECIFIC SKILLS
MSE057	SPELLING (STECK VAUGHN)
MSE058	SPELLING BY FODGE
MSE059	SPELLING DRILLS (HAYES)
MSE060	TARGET II
MSE061	USING THE INDEX

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	***
MSM025	2 + 2 FACT KIT
MSM026	WORKING WITH NUMBERS
MSP002	STAR TRAILS ARTIC PROGRAM
MSP004	AMP
MSP006	PEABODY ARTIC DECKS (PAD)
MSP008	PEEL AND PUT CARDS
MSP010	STIMULUS SHIFT ARTIC PROGRAM
MSP012	SWRL ARTIC PROGRAMS
MSP014	FRONTAL LISP PROGRAMMED ARTIC CONTROL KIT
MSP016	ASSIST ONE
MSP018	ASSIST TWO
MSP020	DRILL BOOKS
MSP022	PLAY AND SAY CARDS
MSP024	GOMO CARDS
MSP026	PEABODY ARTICULATION CARDS (PAC)
MSP028	GOLDMAN-LYNCH SOUNDS AND SYMBOLS DEVELOPMENT KIT
MSP030	SVE PHONICS FILMSTRIP & CASSETTES
MSP032	GAMES KIDS LIKE
MSP034	MORE GAMES KIDS LIKE
MSP036	WORD MAKING PRODUCTS - WORD MAKING CARDS
MSP038	KING LOUIS HOLIDAY STORIES
MSP040	SPEECH LINGO
MSP042	CARTOON BOARDS
MSP044	WHAT'S FUNNY CARDS
MSP046	PICK A PECK OF LESSONS
MSP048	ARTICLES
MSP050	LET'S ARTICULATE
MSP052	ARTICULATION IN SENTENCES WINITZ
MSP054	30,000 SELECTED WORDS
MSP056	ARTICK CARDS
MSP058	WORDS & SOUNDS AHOY
MSP060	BIG BOOK OF SOUNDS
MSP062	BIG BOOK OF LANGUAGE THROUGH SOUNDS
MSP064	FREQUENT ERROR PAIRS
MSP066	TARGETING INTELLIGIBLE SPEECH (HODSON)
MSP068	PHONOLOGICAL PROCESS APPROACH
MSP070	S,R,L STORIES
MSP072	COMPUTER SOFTWARE
MSP074	LANGUAGE MASTER
MSP076	TEACHER MADE MATERIALS
MSP078	DISTAR LANGUAGE I
MSP080	DISTAR LANGUAGE II
MSP082	DISTAR LANGUAGE III
MSP084	DLM LANGUAGE CARDS AND GAMES
MSP086	PEEL AND PUT LANGUAGE CARDS

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
MSE062	USING THE TABLE OF CONTENTS
MSE063	VERBS WORKBOOK
MSE064	WORDS THAT NAME
MSE065	WORDS THAT SHOW ACTION
MSE066	WRITER'S CRAFT
MSH001	REGULAR EDUCATION TEXTBOOK
MSH002	REGULAR EDUCATION CURRICULUM GUIDE
MSH003	MODIFIED TEXTBOOK
MSH004	TAPED TEXTBOOK
MSH005	TEACHER-MADE MATERIALS
MSH006	BASIC HEALTH I
MSH007	C.P.R. STUDENT WORKBOOK
MSH008	FIRST AID MANUAL
MSH009	GUIDE II
MSH010	HEALTH AND YOU
MSH011	HEALTH SAFETY AND SANITATION
MSH012	ME NOW
MSH013	MODERN HEALTH
MSH014	NUTRITION
MSH015	STECK VAUGHN HEALTH SERIES
MSH016	TARGET II
MSM001	REGULAR EDUCATION TEXTBOOK
MSM002	REGULAR EDUCATION CURRICULUM GUIDE
MSM003	MODIFIED TEXTBOOK
MSM004	TAPED TEXTBOOK
MSM005	TEACHER-MADE MATERIALS
MSM006	WICAT
MSM007	BASIC MATHEMATICS SKILLS
MSM008	BUILDING ARITHMETIC SKILLS
MSM009	CONTINUING ARITHMETIC SKILLS
MSM010	DIRECTING ARITHMETIC SKILLS
MSM011	ESSENTIAL MATH SKILLS
MSM012	FUNDAMENTALS
MSM013	GUIDE II
MSM014	LEARNING SKILLS IN ARITHMETIC
MSM015	LIFE SKILLS MATHEMATICS
MSM016	MATH AROUND US
MSM017	MATHEMATICS FOR CONSUMERS
MSM018	MATH STEP-BY-STEP
MSM019	MODERN MASTERY DRILLS IN ARITHMETIC
MSM020	MONEY MAKES SENSE
MSM021	MOVING UP IN NUMBERS
MSM022	MOVING UP IN TIME
MSM023	PROGRAMMED MATH BY HWETH
MSM024	TARGET II

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MSP178	PERSONALIZED FLUENCY CONTROL KIT (COOPER)
MSP180	STOCKER PROBE TECHNIQUE
MSP182	MOWRER'S STUTTERING APPROACH
MSP184	VAN RIPER'S STUTTERING APPROACH
MSP186	SHAME'S AND FLORENCE STUTTERING APPROACH
MSP188	SYSTEMATIC FLUENCY TRAINING FOR YOUNG CHILDREN
MSP192	TEACHER MADE MATERIALS
MSP194	TONGUE THRUST THERAPY PROGRAM (PETERSON)
MSP196	MYOFUNTIONAL THERAPY (GARLINER)
MSP198	SWALLOW RIGHT (PIERCE AND WARVI)
MSP200	HAPPINESS IS LEARNING THE NEW SWALLOW
MSP202	TONGUE THRUST A DIAGNOSTIC & TREATMENT PROGRAM
MSP204	TEACHER MADE MATERIALS
MSP206	PEABODY ARTICULATION DECKS
MSP208	PEEL AND PUT CARDS
MSP210	WORD MAKING PRODUCTS ARTICULATION CARDS
MSP212	PICTURE CARDS
MSR001	REGULAR EDUCATION TEXTBOOK (BASIC)
MSR002	REGULAR EDUCATION CURRICULUM GUIDE (BASIC)
MSR003	MODIFIED TEXTBOOK
MSR004	TEACHER-MADE MATERIALS
MSR005	WICAT
MSR006	ACTION BOOKS
MSR007	ALL PURPOSE FUNCTIONAL LIBRARY
MSR008	CLOZE READING DRILLS
MSR009	DEEP SEA ADVENTURE SERIES
MSR010	DICTIONARY SKILLS
MSR011	DOLCH WORDS
MSR012	DRAWING CONCLUSIONS
MSR013	ESP BASIC READING COMPREHENSION SERIES
MSR014	EVERYDAY READING SKILLS
MSR015	FACT AND OPINION
MSR016	FASTBACK BOOKS
MSR017	FOLLOWING DIRECTIONS
MSR018	FORMS AND MESSAGES
MSR019	FRIENDLY SIGHT WORDS
MSR020	FUNCTIONAL SIGNS
MSR021	HAYES COMPREHENSION DRILLS
MSR022	HAYES SUPPLEMENTAL READING
MSR023	INTERNATIONAL SIGNS AND SYMBOLS
MSR024	LEARNING YOU LANGUAGE
MSR025	MYSTERY SERIES
MSR026	MULTIPLE SKILLS
MSR027	NEW PHONICS WORD ANALYSIS SKILLS
MSR028	NEW READING SKILL BUILDERS

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MSP088	STEPS TOWARD BASIC CONCEPT DEVELOPMENT
MSP090	SYNTAX TWO
MSP092	GOAL I
MSP094	GOAL II
MSP096	EMERGING LANGUAGE I
MSP098	EMERGING LANGUAGE II
MSP100	TEACHING MORPHOLOGY
MSP102	PARTS OF SPEECH (TEACHING RESOURCES)
MSP104	LANGUAGE CARDS AND GAMES (TEACHING RESOURCES)
MSP106	WORD MAKING PRODUCTS LANGUAGE MAKING ACTION CARDS
MSP108	PEABODY EARLY EXPERIENCES KIT
MSP110	VEE'S VERBS
MSP112	SYNTAX CODES
MSP114	VOCABULARY INSTRUCTIONAL PROGRAMS
MSP116	LANGUAGE REMEDIATION
MSP118	COMMUNICATIVE COMPETENCE: FUNCTIONAL-PIAGMATIC LANGUAGE PRO
MSP120	LANGUAGE REHABILITATION PROGRAM - LEVEL 1 & 2
MSP122	LET'S COMMUNICATE
MSP124	ALL PURPOSE PHOTO LIBRARY (DLM)
MSP126	HELP (HANDBOOK OF LANGUAGE EXERCISES) VOL. I
MSP128	HELP (HANDBOOK OF LANGUAGE EXERCISES) VOL. 2
MSP130	ACHIEV (ACTIVITIES FOR CHILDREN INVOLVING EVERYDAY VOCABULA
MSP132	FOKES SENTENCE BUILDER
MSP134	FOKES SENTENCE BUILDER EXPANSION
MSP136	DEVELOPMENTAL SYNTAX
MSP138	DEVELOPMENTAL LANGUAGE LESSONS
MSP140	CLIP (CLINICAL LANGUAGE INTERVENTION PROGRAM)
MSP142	VISUAL LANGUAGE SERIES
MSP144	LANGUAGE APPROACH TO OPEN SYLLABLES
MSP146	TEACHING MORPHOLOGY DEVELOPMENTALLY
MSP148	COMPUTER SOFTWARE
MSP150	TEACHER MADE MATERIALS
MSP152	AUDITORY DESCRIMINATION IN DEPTH (ADD)
MSP154	AUDITORY PERCEPTION TRAINING TAPES (DLM)
MSP156	GOLDMAN-HYNCH SOUNDS AND SYMBOLS
MSP158	AIDS TO PHYCHOLINGUISTIC TEACHING (BUSH & GILES)
MSP160	LISTENING TO THE WORLD
MSP162	PERCEIVE AND RESPOND
MSP164	AUDITORY REHABILITATION
MSP166	TEACHER MADE MATERIALS
MSP168	VOICE DISORDERS KIT
MSP170	REMEDIATION OF VOCAL HOARSENESS
MSP172	SYMPTOMATIC VOICE THERAPY
MSP174	THE BOONE VOICE PROGRAM FOR CHILDREN
MSP176	TEACHER MADE MATERIALS

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MSR029	PACEMAKER BOOKS
MSR030	READERS DIGEST
MSR031	READING FOR CONCEPTS
MSR032	READING SKILLS
MSR033	READING PRACTICE PROGRAM
MSR034	REAL LIFE READING SKILLS
MSR035	RFU
MSR036	SEQUENCING SKILLS
MSR037	SEQUENCING READING PATTERNS
MSR038	SPECIFIC SKILLS
MSR039	SPIRAL SERIES
MSR040	SURVIVAL READING TASK CARDS
MSR041	SUPPLEMENTAL READING MATERIAL
MSR042	SRA VOCABLAB
MSR043	TABS OBJECTIVES WORKSHEETS
MSR044	USEFUL WORDS
MSR045	VOCABULARY DEVELOPMENT
MSS001	REGULAR EDUCATION TEXTBOOK
MSS002	REGULAR EDUCATION CURRICULUM GUIDE
MSS003	MODIFIED TEXTBOOK
MSS004	TAPED TEXTBOOK
MSS005	TEACHER-MADE MATERIALS
MSS006	A CAREER READING SERIES
MSS007	AGE OF EXPLORATION
MSS008	AMERICA'S STORY
MSS009	CIVILIZATIONS OF THE PAST
MSS010	EARTH: REGIONS AND PEOPLE
MSS011	EXPLORING TEXAS
MSS012	GUIDE II
MSS013	GEOGRAPHY SKILLS SERIES
MSS014	FOCUS ON COMMUNITY LIFE
MSS015	HIGHLIGHTS OF AMERICAN HISTORY
MSS016	HOMELANDS OF THE WORLD
MSS017	IN YOUR COUNTRY
MSS018	IN YOUR STATE
MSS019	KNOW YOUR RIGHTS
MSS020	LIFE-COPING SKILLS SERIES
MSS021	LIVING IN AMERICA SERIES
MSS022	MAP CONCEPTS SKILLS
MSS023	MAP READING
MSS024	MAP SKILLS FOR TODAY
MSS025	MY COUNTRY, THE U.S.A.
MSS026	OUR U.S.A.
MSS027	OUR COMMUNITY
MSS028	SOCIAL STUDIES WORK-A-TEXT SERIES

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MSS029	TARGET II
MSS030	TEA BULLETIN CU28301
MSS031	TEXAS: YOUR STATE'S STORY
MSS032	THE AMERICAN PEOPLE SERIES
MSS033	THE EARTH: REGIONS AND PEOPLES
MSS034	THE UNITED STATES: PEOPLE AND LEADERS
MSS035	TURNER-LIVINGSTON SERIES
MSS036	UNDERSTANDING CONCEPTS SERIES
MSS037	UNDERSTANDING THE WORLD
MSS038	USING MAPS, CHARTS, AND GRAPHS SERIES
MSS039	WEEKLY READER
MSS040	WHERE DOES THE MONEY GO?
MSS041	WORLD GEOGRAPHY
MSS042	WORLD HISTORY AND YOU
MSS043	WORLD MAP GAMES
MSS044	YOU AND YOUR MONEY
MSS045	YOU AND THE LAW
MTH001	UNIFEX SYSTEM
MTH002	CUISENAIRE RODS
MTH003	STRUCTURAL ARITHMETIC I
MTH004	MULTI-LINK CUBES AND TRACK
MTH005	ARITHMETIC FACTS KIT
MTH006	MOVING UP IN NUMBERS
MTH007	SCHOOLHOUSE MATH I
MTH008	BFA SKILLS LAB A
MTH009	SCHOOLHOUSE MATH II
MTH010	BFA SKILLS LAB B
MTH011	SCHOOLHOUSE MATH III
MTH012	INDIVIDUALIZED MATH BB
MTH013	BFA COMPUTATIONAL SKILLS KIT
MTH014	SUCCEEDING IN MATHEMATICS
MTH015	MOVING UP IN MONEY
MTH016	MONEY COUNTS I
MTH017	MAKING CHANGE
MTH018	MONEY COUNTS II
MTH019	MONEY MAKES SENSE
MTH020	SHOPPING LISTS
MTH021	USING DOLLARS AND SENSE
MTH022	MEASURE UP
MTH023	MEET METRIC SYSTEMS
MTH024	ALL ABOUT TIME
MTH025	MOVING UP IN TIME
MTH026	TIME AND TELLING TIME
MTH027	WHEN
MTH028	FRACTION BARS

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
MTH024	ALL ABOUT TIME
MTH025	MOVING UP IN TIME
MTH026	TIME AND TELLING TIME
MTH027	WHEN
MTH028	FRACTION BARS
MTH029	GUIDE I
MTH030	SYSTEM 80 BEGINNING MATH CONCEPTS - KIT A
MTH031	SYSTEM 80 BMC - KIT B
MTH032	SYSTEM 80 LEARNING NUMBER FACTS - KIT A
MTH033	SYSTEM 80 LEARNING NUMBER FACTS - KIT C
MTH034	SYSTEM 80 DEVELOPING MATH SKILLS - KIT F-PLACE VALUE
MTH035	SYSTEM 80 LEARNING NUMBER FACTS - KIT B
MTH036	SYSTEM 80 LEARNING NUMBER FACTS - KIT D
MTH037	SYSTEM 80 DEVELOPING MATH SKILLS - KIT AA - TIME
MTH038	SYSTEM 80 DEVELOPING MATH SKILLS - KIT BB - MONEY
MTH039	SYSTEM 80 LEARNING NUMBER FACTS - KIT E
MTH040	SYSTEM 80 LEARNING NUMBER FACTS - KIT F
MTH041	SYSTEM 80 LEARNING NUMBER FACTS - KIT G
MTH042	SYSTEM 80 LEARNING NUMBER FACTS - KIT H
MTH043	SYSTEM 80 READING IN CONTENT AREAS - KIT A
MTH044	SYSTEM 80 READING IN CONTENT AREAS - KIT B
MTH045	SYSTEM 80 DEVELOPING MATH SKILLS - REGROUPING GG
MTH046	S.R.A. DISTAR ARITHMETIC
MTH047	GAINING MATH SKILLS
MTH048	SCOTT, FORESMAN - MATHEMATICS AROUND US
MTH049	CHISANBOPP - FINGER MATH - KN
MTH051	G.I.S.D. SCOPE AND SEQUENCE MATH SKILL SHEETS
MTH054	GEOBOARD CLASSROOM KIT - KN
MTH055	LANGUAGE MASTER BASIC MATH OPERATIONS CARDS
MTH056	DLM STARTING OFF WITH NUMBERS - PK
MTH057	FRANK SCHAFFER LEARNING ABOUT TIME
MTH058	FRANK SCHAFFER LEARNING ABOUT MONEY
MTH059	CLOCKS AND CALENDARS ACTIVITY CARDS
MTH060	HOW TO SOLVE MATH WORD PROBLEMS WORKBOOKS LEVEL A, B
MTH061	CONTINENTAL PRESS, STEP BY STEP MATH KIT LEVEL A
MTH062	CONTINENTAL PRESS, STEP BY STEP MATH KIT LEVEL B
MTH063	CONTINENTAL PRESS, STEP BY STEP NUMBERS KIT
MTH064	SRA SKILL KIT
MVH001	AMERICAN PRINTING HOUSE FOR THE BLIND MATERIALS
MVH002	TAPES/EQUIPMENT
MVH003	TALKING BOOKS/EQUIPMENT
MVH004	VOICE OUTPUT/EQUIPMENT
MVH005	READER SERVICES
MVH006	REGULAR TEXTBOOKS
MVH007	LARGE PRINT TEXTBOOKS AND WORKBOOKS

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
MVH008	BLACK LINED WRITING PAPER
MVH009	ENLARGED WORKSHEETS AND TESTS
MVH010	BLACK AND WHITE COPIES
MVH011	READING STAND
MVH012	ADAPTED PEN/PENCILS
MVH013	LARGE PRINT TYPEWRITER
MVH014	MAGNIFIERS
MVH015	MONOCULARS
MVH016	VIEW SCAN
MVH017	VISUAL TEK
MVH018	ENLARGED MAPS, CHARTS, ETC.
MVH019	BRAILLE WRITER
MVH020	OPTACON
MVH021	ABACUS
MVH022	BRAILLE TEXTS, WORKBOOKS, ETC.
MVH023	SLATE AND STYLUS
MVH024	BRAILLE MAPS, TOOLS, AND INSTRUMENTS
MVH025	KURZWEIL READING MACHINE
MVH026	VERSA-BRAILLE
NON001	PROJECT MEMPHIS
NON002	PROJECT VISION
NON003	PORTAGE PROJECT
NON004	RADEA
NON005	PEEK
NON006	S.O.S. (SOUND/ORDER/SENSE)
NON007	AUDITORY PERCEPTION TRAINING
NON008	MOVE-GROW-LEARN
NON009	I CAN
NON010	PEGBOARDS
NON011	PROJECT GUIDE
NON012	LEARNING STAIRCASE
NON013	PERFORMANCE OBJECTIVES FOR PRE-SCHOOL CHILDREN
NON014	KARNES EARLY LANGUAGE ACTIVITIES
NON015	GOAL KIT - LEVEL I
NON017	TRAINING FOR INDEPENDENCE
NON018	MANIPULATIVES
NON019	INSTRUCTIONAL CONCEPTS
NON020	STEPS
NON021	MISSOURI CURRICULUM
NON022	LIFE SKILLS CIRRICULUM
NON023	BRIGANCE
NON024	HAWAII EARLY LEARNING PROFILE (HELP)
NON026	VISUAL HANDICAPS IN INFANCY, EARLY CHILDHOOD
NON027	DEVELOPMENT ACTIVITIES SCREENING INVENTORY (DASI)
RDG004	FACE AND FIGURE PUZZLES

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
MTH029	GUIDE I
MTH030	SYSTEM 80 BEGINNING MATH CONCEPTS - KIT A
MTH031	SYSTEM 80 BMC - KIT B
MTH032	SYSTEM 80 LEARNING NUMBER FACTS - KIT A
MTH033	SYSTEM 80 LEARNING NUMBER FACTS - KIT C
MTH034	SYSTEM 80 DEVELOPING MATH SKILLS - KIT F-PLACE VALUE
MTH035	SYSTEM 80 LEARNING NUMBER FACTS - KIT B
MTH036	SYSTEM 80 LEARNING NUMBER FACTS - KIT D
MTH037	SYSTEM 80 DEVELOPING MATH SKILLS - KIT AA - TIME
MTH038	SYSTEM 80 DEVELOPING MATH SKILLS - KIT BB - MONEY
MTH039	SYSTEM 80 LEARNING NUMBER FACTS - KIT E
MTH040	SYSTEM 80 LEARNING NUMBER FACTS - KIT F
MTH041	SYSTEM 80 LEARNING NUMBER FACTS - KIT G
MTH042	SYSTEM 80 LEARNING NUMBER FACTS - KIT H
MTH043	SYSTEM 80 READING IN CONTENT AREAS - KIT A
MTH044	SYSTEM 80 READING IN CONTENT AREAS - KIT B
MTH045	SYSTEM 80 DEVELOPING MATH SKILLS - REGROUPING GG
MTH046	S.R.A. DISTAR ARITHMETIC
MTH047	GAINING MATH SKILLS
MTH048	SCOTT, FORESMAN - MATHEMATICS AROUND US
MTH049	CHISANBOPP - FINGER MATH - KN
MTH051	G.I.S.D. SCOPE AND SEQUENCE MATH SKILL SHEETS
MTH054	GEOBOARD CLASSROOM KIT - KN
MTH055	LANGUAGE MASTER BASIC MATH OPERATIONS CARDS
MTH056	DLM STARTING OFF WITH NUMBERS - PK
MTH057	FRANK SCHAFFER LEARNING ABOUT TIME
MTH058	FRANK SCHAFFER LEARNING ABOUT MONEY
MTH059	CLOCKS AND CALENDARS ACTIVITY CARDS
MTH060	HOW TO SOLVE MATH WORD PROBLEMS WORKBOOKS LEVEL A, B
MTH061	CONTINENTAL PRESS, STEP BY STEP MATH KIT LEVEL A
MTH062	CONTINENTAL PRESS, STEP BY STEP MATH KIT LEVEL B
MTH063	CONTINENTAL PRESS, STEP BY STEP NUMBERS KIT
MTH064	SRA SKILL KIT
NON001	PROJECT MEMPHIS
NON002	PROJECT VISION
NON003	PORTAGE PROJECT
NON004	RADEA
NON005	PEEK
NON006	S.O.S. (SOUND/ORDER/SENSE)
NON007	AUDITORY PERCEPTION TRAINING
NON008	MOVE-GROW-LEARN
NON009	I CAN
NON010	PEGBOARDS
NON011	PROJECT GUIDE
NON012	LEARNING STAIRCASE

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
NON013	PERFORMANCE OBJECTIVES FOR PRE-SCHOOL CHILDREN
NON014	KARNES EARLY LANGUAGE ACTIVITIES
NON015	GOAL KIT - LEVEL I
NON017	TRAINING FOR INDEPENDENCE
NON018	MANIPULATIVES
NON019	INSTRUCTIONAL CONCEPTS
NON020	STEPS
NON021	MISSOURI CURRICULUM
NON022	LIFE SKILLS CIRRICULUM
NON023	BRIGANCE
NON024	HAWAII EARLY LEARNING PROFILE (HELP)
NON026	VISUAL HANDICAPS IN INFANCY, EARLY CHILDHOOD
NON027	DEVELOPMENT ACTIVITIES SCREENING INVENTORY (DASI)
RDG004	FACE AND FIGURE PUZZLES
RDG005	LANGUAGE BIG BOX
RDG006	DISTAR LANGUAGE I, II
RDG007	DIRECTIONAL MATERIAL
RDG008	SAME OR DIFFERENT CARDS
RDG009	CREATIVE STORY STARTERS
RDG010	PEOPLE, PLACES, THINGS
RDG011	TELL-A-TALE CARDS
RDG012	SHAKE AND MATCH SOUNDS
RDG013	AUDITORY FAMILIAR SOUNDS
RDG014	SOUND PICTURE MATCH-UPS
RDG015	SOUND ALIKES
RDG016	S. O. S. (SOUND/ORDER/SENSE)
RDG018	VISUAL PERCEPTION BIG BOX
RDG019	VISUAL MOTOR TEMPLATE
RDG020	VISUAL DISCRIMINATION A, B
RDG021	VISUAL MOTOR SKILLS A, B, C
RDG022	THINKING SKILLS A, B, C
RDG023	PICTURES AND PATTERNS
RDG024	WORD CONFIGURATION
RDG025	CHEEVES PROGRAM
RDG026	WORD PICTURE PROGRAM
RDG027	JUNIOR THINKLAB
RDG028	SIGHT WORD LAB
RDG029	HERE COMES HOWIE
RDG030	VOCABULARY PROGRAM
RDG031	MERRILL LINGUISTIC PROGRAM
RDG032	POINT 31
RDG033	SULLIVAN PROGRAMMED READING
RDG034	SCHOOLHOUSE: WORD ATTACK
RDG035	CODE 78
RDG036	SCHOOLHOUSE: COMPREHENSION

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
RDG037	BARNELL-LOFT SPECIFIC SKILLS SERIES
RDG038	BARNELL - LOFT SPECIFIC SKILLS
RDG039	BARNELL-LOFT SUPPORTIVE READING SKILLS
RDG040	SKILL BUILDER-INTERMEDIATE
RDG041	SKILL BUILDER-PRIMARY
RDG042	SUPER A, AA
RDG043	READING FOR UNDERSTANDING
RDG045	BFA COMPREHENSION E
RDG046	BFA COMPREHENSION F
RDG047	PROJECT GUIDE
RDG048	HERMAN METHOD FOR REVERSING READING FAILURES
RDG049	SYSTEM 80 DEVELOPING LANGUAGE SKILLS KIT B
RDG050	SYSTEM 80 DEVELOPING LANGUAGE SKILLS KIT C
RDG051	SYSTEM 80 DEVELOPING LANGUAGE SKILLS KIT D
RDG052	DISTAR READING I
RDG053	DISTAR READING II
RDG054	DISTAR READING III
RDG055	BASAL READING SERIES
RDG056	SUPPLEMENTARY READING SERIES
RDG057	FIRST TALKING ALPHABET KIT I
RDG058	DURRELL-MURPHY PHONICS KIT
RDG059	G.I.S.D. SCOPE AND SEQUENCE READING SKILL SHEETS
RDG060	SUPPLEMENTARY MATERIALS
RDG061	SWAIN READING PROGRAM
RDG062	SOFTWARE PROGRAMMING
RDG063	RECIPE FOR READING
RDG064	NEW PRACTICE READERS
RDG065	MODERN CURRICULUM PRESS - PHONICS
RDG066	MERRILL SKILLTEST READING SERIES
RDG067	WORD MASTER (DLM)
SCI001	FOLLETTE COPING SERIES
SCI002	DAILY LIVING LAB
SCI003	APARTMENT HUNTING
SCI004	SKILLS FOR LIVING I AND II
SCI005	SURVIVAL GUIDE
SCI006	KITCHEN MEASURE
SCI007	CLOTHING LANGUAGE
SCI008	CONCEPTS IN SCIENCE
SCI009	ME AND MY ENVIRONMENT
SCI010	ME AND MY BODY
SCI011	CAMBRIDGE WORK-A-TEXT
SCI012	JUMBO SCIENCE YEARBOOK
SCI013	WONDERS OF SCIENCE, THE
SCI014	ME NOW
SCI016	SCIENCE FOR YOU

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
SCI017	STECK VAUGHN SCIENCE SERIES
SCI018	MCP SCIENCE WORK-A-TEXT
SCI019	STECK VAUGHN HEALTH SERIES
SCI020	FOCUS ON PHYSICAL SCIENCE
SCI021	AN INQUIRY INTO THE NATURE OF LIFE
SOS001	TEXAS - YOUR STATE'S STORY
SOS002	AMERICA'S STORYBOOK I, II
SOS003	MY COUNTRY U.S.A.
SOS004	SOCIAL STUDIES: MILLIKEN
SOS005	OUR U.S.A. I, II
SOS006	IN YOUR COUNTRY
SOS007	HIGHLIGHTS OF AMERICAN HISTORY
SOS008	LIVING IN AMERICA
SOS009	U.S.: PEOPLE AND LEADERS
SOS011	GEOGRAPHY (HOOVER)
SOS012	GEOGRAPHY SKILLS SERIES
SOS013	WORLD HISTORY AND YOU I, II
SOS014	WORLD MAP GAMES - DLM
SOS015	EARTH: REGIONS AND PEOPLE
SOS016	HOMELANDS OF THE WORLD
SOS017	KNOW YOUR RIGHTS
SOS018	BASIC HEALTH I
SOS019	BASIC SKILLS IN GETTING AROUND
SOS020	FAMILY LIFE
SOS021	FOUNDATIONS OF CITIZENSHIP
SOS022	GETTING MEDICAL ASSISTANCE
SOS023	GETTING MEDICAL ASSISTANCE
SOS024	HEALTH AND YOU, I AND II
SOS025	KNOW YOUR SIGNS, BOOK I AND II
SOS026	MANNERS
SOS027	MATERIALS FOUND AT COUNTY COURTHOUSE
SOS028	MEETING BASIC COMPETENCIES, COMMUNICATION
SOS029	SKILL FOR LIVING I AND II
SOS030	TEXAS SURVIVAL
SOS031	THE MOVIES YOU SEE
SOS032	THE PERSON YOU ARE
SOS033	UNDERSTANDING TRAVEL INFORMATION
SOS034	USING TRANSPORTATION
SOS035	YOU AND THE LAW
SOS036	YOU
SOS037	YOU CAN GET THERE FROM HERE
SOS038	LEARNING ABOUT THE EARTH
SOS039	UNDERSTANDING CONCEPTS
SOS040	UNDERSTANDING THE WORLD (TEXT)
SOS045	USING MAPS, CHARTS, AND GRAPHS

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
******	**
SOS050	WORLD CULTURES RESOURCES
SOS051	TEA BULLETIN CU2 83201
SOS052	REAL-LIFE MATH
SOS053	WHERE DOES THE MONEY GO?
SOS054	YOU AND YOUR MONEY
SOS055	IT'S YOUR MONEY
SOS056	LET'S GO SHOPPING
SOS057	THE JOB AHEAD
SOS058	LIFE COPING SKILLS
SPE103	OAKES SENTENCE BUILDER
SPL001	SOUND FOUNDATIONS, I
SPL002	SOUND FOUNDATIONS, II
SPL003	SOUND FOUNDATIONS, III
SPL004	CONTINENTAL PRESS RHYMING SOUNDS
SPL005	VISUAL DISCRIMINATION: SAME OR DIFFERENT
SPL006	TEACHING RESOURCES WORD FAMILIES
SPL007	S.R.A. WORD AND PATTERNS
SPL008	CONTINUOUS PROGRESS IN SPELLING
SPL009	APPENDIX MATERIALS FROM G-CLASS
SPL010	SCHOOLHOUSE SPELLING PATTERNS: A
SPL011	SCHOOLHOUSE SPELLING PATTERNS: B
SPL012	KOTTMEYER: BASIC GOALS IN SPELLING
SPL013	DR. SPELLO
SPL014	FRANK SCHAFFER SPELLING PROGRAM
SPL015	GUZAK SPELLING
SPL016	DISTAR READING/SPELLING BOOK 1
SPL017	DISTAR READING/SPELLING BOOK 2
SPL018	SLINGERLAND TEACHER'S WORD LIST BOOK
SPL019	DOLCH BASIC SIGHT WORDS
SPL020	G.I.S.D. SCOPE AND SEQUENCE SPELLING SKILL SHEETS
SPL021	SPELLO GAME
SPL022	TARGET SPELLING
SPL023	THE CHILD'S SPELLING SYSTEM - THE RULES
SPL024	LEARNING TO SPELL WORKBOOK
SPL025	HAYES BETTER SPELLING WORKBOOK
SPL026	THE SPELLING EXPRESS
TMT000	TEACHER MADE MATERIALS
TMT010	VAC CONSULTATION
TMT012	VAC EMPLOYER
TMT014	"ENTERING THE WORLD OF WORK" TECT AND WRKBK
TMT016	EDI'S WROLD OF WORK I, II, AND III
TMT018	"LEARNING WRK, RELATED SKILLS"
TMT020	"ECONOMICS AND SOCIETAL FACTORS"
TMT022	"BASIC SKILLS"
TMT024	"EMPLOYABILITY SKILLS FOR THE SPECIAL NEEDS LEARNER"

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
TMT026	"CONSUMER ECONOMICS"
TMT028	PACEMAKER VOCATIONAL READERS
TMT030	JANUS WRKBKS
TMT032	OCCUPATIONAL INVESTIGATION GUIDE
TMT034	"APPLYING MATHEMATICS"
TMT036	"LIVING, LEARNING, AND CARING"
TMT038	IRC MATERIALS
TMT040	"CONSUMER ECONOMICS" FILM
TMT042	"LIFEWORKS"
TMT044	"SKILLS FOR DAILY LIVING"
VEW001	ENTERING THE WORLD OF WORK (TEXT)
VEW002	ENTERING THE WORLD OF WORK (WORKBOOK)
VEW003	LIFE SKILLS FOR DAILY LIVING
VEW005	THE WORLD OF WORK
VEW006	DOLLARS AND SENSE
VEW007	A.P.L. MODULES
VEW008	ENTERING THE WORLD OF WORK (FILMSTRIP)
VEW009	GETTING AND HOLIDAY A JOB
VEW010	NEWSPAPERS, MAPS, TELEPHONE DIRECTORY, YELLOW PAGES
VEW011	THE REAL WORLD
VEW012	JANUS JOB INTERVIEW KIT
VEW013	E.T.S.U. ECONOMIC AND SOCIAL FACTORS
VEW014	WORKING MAKES SENSE
VOC001	OCCUPATIONAL INVESTIGATION GUIDE, E.T.S.U.
VOC002	DISCOVERY A CAREER EDUCATION, SCHOLASTICS
VOC003	CAREER INFORMATION SYSTEM, MCKNIGHT
VOC004	DICTIONARY OF OCCUPATIONAL TITLES
VOC005	BIG BLUE MARBLE SERIES
VOC006	EYE GATE, THE WONDERFUL WORLD OF WORK, VOCATIONAL OPPORTUNIT
VOC007	THE FASCINATING WORLD OF WORK, NATIONAL CAREER CONSULTANTS
VOC008	SOCIETY FOR VISUAL EDUCATION, SINGER SERIES
VOC009	HARVEST EDUCATIONAL LABS
VOC010	REAL WORLD, JOHN H. CARNEY
VOC011	CAREERS: WOULD YOU LIKE SERIES, MEDIA MATERIALS
VOC012	CAMPUS HANDBOOK
WRL029	LEARNING ABOUT HANDWRITTING - M
WRL030	LEARNING ABOUT HANDWRITING - C
WRL031	UNDERSTANDING ENGLISH
WRL032	MOVING UP IN GRAMMAR
WRL033	LESSONS IN WRITING SENTENCES
WRL034	ENGLISH THAT WE NEED
WRL035	WRITING SKILLS - BOOK A
WRL036	WRITING SKILLS - BOOK B
WRL037	WRITING SKILLS - BOOK C
WRL038	CAPITALIZATION AND PUNCTUATION - PRIMARY

SUGGESTED RESOURCES/MATERIAL

CODE #	DESCRIPTION
WRL040	MORE ENGLISH THAT WE NEED
WRL041	THIRTY LESSONS IN OUTLINING
WRL042	USING NOUNS AND VERBS
WRL043	ADJECTIVES, ADVERBS AND PRONOUNS
WRL044	PEABODY LANGUAGE KIT
WRL045	INFORMATION PLEASE
WRL046	APPLICATION FORMS
WRL047	LESSONS IN USING QUOTATIONS
WRL048	CAPITALIZATION AND PUNCTUATION - INTERMEDIATE
WRL049	LESSONS IN PARAGRAPHING
WRL050	BETTER YOUR LETTERS
WRL051	LESSONS IN PROOFREADING
WRL053	SYSTEM 80 DEVELOPING LANGUAGE SKILLS KIT A
WRL057	GRAMMAR ACITIVITY LIBRARY
WRL058	ORAL/WRITTEN LANGUAGE LAB
WRL059	MOVING UP IN ENGLISH
WRL060	MECHANICS OF ENGLISH
WRL061	S.R.A. GRAMMAR
WRL062	GROWTH IN GRAMMAR
WRL063	THE WRITER'S CRAFT
WRL065	SYSTEM 80 DEVELOPING LANGUAGE SKILLS - KIT A
WRL066	SYSTEM 80 DEVELOPING LANGUAGE SKILLS - KIT B
WRL067	SYSTEM 80 DEVELOPING LANGUAGE SKILLS - KIT D
WRL068	SYSTEM 80 DEVELOPING STRUCTURAL ANALYSIS - KIT I
WRL069	SYSTEM 80 DEVELOPING STRUCTURAL ANALYSIS - KIT J
WRL070	SYSTEM 80 DEVELOPING STRUCTURAL ANALYSIS - KIT K
WRL071	BASAL ENGLISH SERIES
WRL072	READING STEP BY STEP

GOALS

READING

G002 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THE MASTERY OF READING READINESS SKILLS.

G004 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD PRE-KINDERGARTEN READING SKILLS.

G006 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD KINDERGARTEN READING SKILLS.

G008 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIRST GRADE READING SKILLS.

G010 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SECOND GRADE READING SKILLS.

G012 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THIRD GRADE READING SKILLS.

G014 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FOURTH GRADE READING SKILLS.

G016 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIFTH GRADE READING SKILLS.

G018 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SIXTH GRADE READING SKILLS.

G020 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SEVENTH GRADE READING SKILLS.

G022 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD EIGHTH GRADE READING SKILLS.

G024 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD NINTH GRADE READING SKILLS.

G026 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TENTH GRADE READING SKILLS.

G028 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD ELEVENTH GRADE READING SKILLS.

G030 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TWELFTH GRADE READING SKILLS.

GOALS

READING - CONTENT AREA

G032 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD PRE-KINDERGARTEN READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G034 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD KINDERGARTEN READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G036 THE STUDENTS WILL DEMONSTRATE PROGRESS TOWARD FIRST GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G038 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SECOND GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G040 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THIRD GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G042 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FOURTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G044 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIFTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G046 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SIXTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G048 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SEVENTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G050 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD EIGHTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G052 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD NINTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G054 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TENTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G056 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD ELEVENTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G058 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TWELFTH GRADE READING SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

GOALS

WRITTEN EXPRESSION

G060 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD PRE-KINDERGARTEN WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G062 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD KINDERGARTEN WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G064 THE STUDENTS WILL DEMONSTRATE PROGRESS TOWARD FIRST GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G066 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SECOND GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G068 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THIRD GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G070 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FOURTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G072 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIFTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G074 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SIXTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G076 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SEVENTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G078 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD EIGHTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G080 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD NINTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G082 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TENTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G084 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD ELEVENTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

G086 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TWELFTH GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

GOALS

READING/WRITTEN EXPRESSION

G061 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD _____ GRADE READING SKILLS AND _____ GRADE WRITTEN EXPRESSION SKILLS.

G063 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD ________ GRADE READING SKILLS AND ________ GRADE WRITTEN EXPRESSION SKILLS WHILE ACQUIRING CONCEPTS IN A CONTENT AREA.

GOALS

MATH

G088 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD PRE-KINDERGARTEN MATH SKILLS.

G090 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD KINDERGARTEN MATH SKILLS.

G092 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIRST GRADE MATH SKILLS.

G094 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SECOND GRADE MATH SKILLS.

G096 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THIRD GRADE MATH SKILLS.

G098 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FOURTH GRADE MATH SKILLS.

G100 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIFTH GRADE MATH SKILLS.

G102 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SIXTH GRADE MATH SKILLS.

G104 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SEVENTH GRADE MATH SKILLS.

G106 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD EIGHTH GRADE MATH SKILLS.

G108 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD NINTH GRADE MATH SKILLS.

G110 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TENTH GRADE MATH SKILLS.

G112 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD ELEVENTH GRADE MATH SKILLS.

G114 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TWELFTH GRADE MATH SKILLS.

GOALS

SPELLING

G116 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD PRE-KINDERGARTEN SPELLING SKILLS.

G118 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD KINDERGARTEN SPELLING SKILLS.

G120 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIRST GRADE SPELLING SKILLS.

G122 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SECOND GRADE SPELLING SKILLS.

G124 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THIRD GRADE SPELLING SKILLS.

G126 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FOURTH GRADE SPELLING SKILLS.

G128 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD FIFTH GRADE SPELLING SKILLS.

G130 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SIXTH GRADE SPELLING SKILLS.

G132 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD SEVENTH GRADE SPELLING SKILLS.

G134 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD EIGHTH GRADE SPELLING SKILLS.

G136 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD NINTH GRADE SPELLING SKILLS.

G138 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TENTH GRADE SPELLING SKILLS.

G140 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD ELEVENTH GRADE SPELLING SKILLS.

G142 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD TWELFTH GRADE SPELLING SKILLS.

GOALS

EARLY CHILDHOOD

G176 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD APPROPRIATE AGE LEVEL GROSS/FINE MOTOR SKILLS.

G178 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD APPROPRIATE AGE LEVEL LANGUAGE/SPEECH SKILLS.

G180 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD APPROPRIATE AGE LEVEL SOCIAL/EMOTIONAL SKILLS.

G182 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD APPROPRIATE AGE LEVEL SELF-HELP SKILLS.

G183 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD APPROPRIATE AGE LEVEL COGNITIVE SKILLS.

G185 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD APPROPRIATE AGE LEVEL CREATIVE EXPRESSION SKILLS.

GOALS

HOSPITAL/HOMEBOUND

G184 THE STUDENT WILL COMPLETE ASSIGNMENTS PROVIDED BY THE CLASSROOM TEACHER AND IMPLEMENTED BY THE HOSPITAL/HOMEBOUND INSTRUCTOR.

GOALS

OT/PT

G186 THE STUDENT WILL EXHIBIT IMPROVED SENSORY-PERCEPTUAL ABILITIES.

G188 THE STUDENT WILL EXHIBIT NORMALIZATION OF THE NEUROMUSCULAR SKELETAL SYSTEM.

G190 THE STUDENT WILL EXHIBIT IMPROVED GROSS MOTOR SKILLS.

G192 THE STUDENT WILL EXHIBIT IMPROVED FINE MOTOR SKILLS.

G194 THE STUDENT WILL EXHIBIT IMPROVED SELF CARE SKILLS.

G195 THE STUDENT WILL EXHIBIT IMPROVED ORAL MOTOR FUNCTION.

GOALS

VISION

G196 THE STUDENT WILL INCREASE VISUAL EFFICIENCY IN THE REGULAR CLASSROOM/ SPECIAL EDUCATION CLASSROOM.

G197 THE STUDENT WILL DEVELOP A MULTI-SENSORY APPROACH TO LEARNING.

GOALS

ADAPTED P.E.

G198 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN EYE-HAND COORDINATION.

G200 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN EYE-FOOT COORDINATION.

G202 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN PHYSICAL FITNESS/CONDITIONING.

G204 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN BALANCE.

G206 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN FINE-MOTOR SKILLS.

G208 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN LOCOMOTOR SKILLS.

G210 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IMPROVEMENT IN LIFE-TIME/RECREATION-LEISURE SKILLS.

G212 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN UPPER-BODY ACTIVITIES.

G214 THE STUDENT WILL DEMONSTRATE IMPROVEMENT IN APPROPRIATE BEHAVIOR IN THE GYM.

GOALS

DEVELOPMENTAL INSTRUCTION/LIFE SKILLS

G156 THE STUDENT WILL ACQUIRE SOCIAL STUDIES SKILLS ON A FUNCTIONAL LEVEL.

G158 THE STUDENT WILL ACQUIRE ENGLISH SKILLS ON A FUNCTIONAL LEVEL.

G160 THE STUDENT WILL ACQUIRE SCIENCE SKILLS ON A FUNCTIONAL LEVEL.

G162 THE STUDENT WILL ACQUIRE HEALTH SKILLS ON A FUNCTIONAL LEVEL.

G164 THE STUDENT WILL ACQUIRE MATH SKILLS ON A FUNCTIONAL LEVEL.

G166 THE STUDENT WILL ACQUIRE PHYSICAL EDUCATION SKILLS ON A FUNCTIONAL LEVEL.

G168 THE STUDENT WILL ACQUIRE VOCATIONAL SKILLS ON A FUNCTIONAL LEVEL.

G170 THE STUDENT WILL ACQUIRE LEISURE TIME SKILLS ON A FUNCTIONAL LEVEL.

G172 THE STUDENT WILL ACQUIRE RECREATIONAL SKILLS ON A FUNCTIONAL LEVEL.

G174 THE STUDENT WILL ACQUIRE READING SKILLS ON A FUNCTIONAL LEVEL.

G175 THE STUDENT WILL ACQUIRE DOMESTIC LIFE SKILLS ON A FUNCTIONAL LEVEL.

G177 THE STUDENT WILL ACQUIRE COMMUNITY LIFE SKILLS ON A FUNCTIONAL LEVEL

G179 THE STUDENT WILL ACQUIRE RECREATIONAL/LEISURE LIFE SKILLS ON A FUNCTIONAL LEVEL.

G181 THE STUDENT WILL ACQUIRE VOCATIONAL LIFE SKILLS ON A FUNCTIONAL LEVEL.

GOALS

PREVERBAL

G230 THE STUDENT WILL DEMONSTRATE SUFFICIENT ORAL-MOTOR VOICING AND RESPIRATORY SKILL IN VEGATATIVE ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SPEECH.

G232 THE STUDENT WILL SHOW INTEREST IN AND EARLY DEVELOPMENT OF SUPRALINGUISTIC, INTONATION, AND BODY LANGUAGE COMMUNICATION.

G234 THE STUDENT WILL DEMONSTRATE SUFFICIENT ATTENDING SKILLS TO SUPPORT THE DEVELOPMENT OF SPEECH AND LANGUAGE.

G236 THE STUDENT WILL DEMONSTRATE SUFFICIENT PHYSICAL IMITATION TO SUPPORT THE DEVELOPMENT OF SPEECH AND LANGUAGE.

G238 THE STUDENT WILL DEMONSTRATE SUFFICIENT AUDITORY TRAINING TO SUPPORT THE DEVELOPMENT OF SPEECH AND LANGUAGE.

G240 THE STUDENT WILL DEMONSTRATE SUFFICIENT OBJECT DISCRIMINATION TO SUPPORT THE DEVELOPMENT OF SPEECH AND LANGUAGE.

G242 THE STUDENT WILL DEMONSTRATE SUFFICIENT CONCEPT DEVELOPMENT TO SUPPORT THE DEVELOPMENT OF SPEECH AND LANGUAGE.

G244 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD EARLY DEVELOPING LANGUAGE SKILLS.

GOALS

EARLY LANGUAGE

G246 THE STUDENT WILL USE ONE-WORD UTTERANCES TO COMMUNICATE SENTENCE-LIKE MEANINGS TO OTHERS.

G248 THE STUDENT WILL USE TWO-WORD UTTERANCES TO COMMUNICATE SENTENCE-LIKE MEANINGS (WITH SEMANTIC-GRAMMATIC RULES) TO OTHERS.

G250 THE STUDENT WILL USE BASIC SUBJECT-VERB-OBJECT CONSTRUCTIONS TO COMMUNICATE A VARIETY OF MEANINGS TO OTHERS.

G252 THE STUDENTS WILL INCREASE KNOWLEDGE AND USAGE OF BASIC CONCEPTS.

G254 THE STUDENT WILL IMPROVE VOCABULARY SKILLS.

G256 THE STUDENT WILL INCREASE/IMPROVE FUNCTIONAL COMMUNICATION SKILLS.

GOALS

LANGUAGE

G258 THE STUDENT WILL DISPLAY RECEPTIVE AND EXPRESSIVE COMPETENCE FOR MORPHO-SYSTACTIC UNITS. EE K-6 (5)

G260 THE STUDENT WILL COMPLETE THE FOLLOWING SKILLS TO IMPROVE RECEPTIVE EXPRESSIVE VOCABULARY. EE K-6 (3) (B)

G262 THE STUDENT WILL IMPROVE COMMUNICATIVE INTENTIONS AND LANGUAGE FUNCTIONS.

G264 THE STUDENT WILL DEMONSTRATE THE USE OF SEMATIC RULES WITH CLASSROOM VERIFICATION. EE K-6 (1)

G266 THE STUDENT WILL ENGAGE IN APPROPRIATE CONVERSATIONAL SPEECH WITH PEERS AND ADULTS. EE K-6 (2) (A) (B)

G268 THE STUDENT WILL DEVELOP PROCESSING SKILLS. (BASED ON THE CELF) EE K-6 (A) (B) (5)

G270 THE STUDENT WILL DEVELOP LANGUAGE PRODUCTION SKILLS. (BASED ON THE CELF) EE K-6 (2)(A)(B)(5)

G272 THE STUDENT WILL DEMONSTRATE THE FUNCTIONAL USE OF LANGUAGE. EE K-6 (2)(B)

G274 THE STUDENT WILL ASK QUESTIONS APPROPRIATELY IN A VARIETY OF CONVERSATIONAL SITUATIONS. EE K-6 (2) (B)

G276 THE STUDENT WILL IMPROVE EFFECTIVE EXPRESSIVE COMMUNICATION SKILLS. EE K-6 (2)(B)

G278 THE STUDENT WILL IMPROVE ORAL EXPRESSION SKILLS IN COMPREHENSION, REASONING, AND EXPRESSION OF COGNITIVE-SEMACTIC RELATIONSHIPS, AND USE THESE SKILLS IN FUNCTIONAL LANGUAGE. EE K-6 (2)(B)

G280 THE STUDENT WILL DEMONSTRATE PROFICIENCY IN THE CLASSROOM IN PROCESSING/ RETRIEVING INCOMING AUDITORY STIMULI. EE K-6 (1)(A)

G282 THE STUDENT WILL DEMONSTRATE THE ABILITY TO ENCODE AND DECODE WORDS AT AN APPROPRIATE GRADE LEVEL. EE K-6 (3)(A)

GOALS

ARTICULATION

G284 THE STUDENT WILL PRODUCE THE _______________ SOUND(S) CONSISTENTLY IN CONVERSATIONAL SPEECH. EE K-6 (2) (A)

G286 THE STUDENT WILL PRODUCE THE "S" SOUND CORRECTLY IN CONVERSATIONAL SPEECH. EE K-6 (2)(A)

G288 THE STUDENT WILL INCREASE SPEECH INTELLIGIBLITY. EE K-6 (2)(A)

GOALS

FLUENCY

G290 THE STUDENT WILL PERMANENTLY USE FLUENT SPEECH. EE K-6 (2)(A)

G292 THE STUDENT WILL INCREASE FLUENT PERIODS IN CONVERSATIONAL SPEECH. EE K-6 (2)(A)

G294 THE STUDENT WILL ESTABLISH SPEECH THAT IS FREE OF STUTTERING AND ESTABLISH A SELF PERCEPTION OF THE SPEAKER AS ONE WHO NO LONGER STUTTERS. EE K-6 (2)(A)

GOALS

VAC

G148 THE STUDENT WILL BE ABLE TO DEMONSTRATE PROGRESS TOWARD ACQUIRING THE SKILLS NECESSARY FOR SUCCESSFUL INDEPENDENT LIVING.

G150 THE STUDENT WILL BE ABLE TO DEMONSTRATE PROGRESS TOWARD ACQUIRING THE SKILLS NECESSARY FOR OBTAINING AND MAINTAINING EMPLOYMENT AS MEASURED BY CLASSROOM OBSERVATION AND EVALUATIONS.

G152 THE STUDENT WILL DEMONSTRATE THE ABILITY TO MAINTAIN EMPLOYMENT.

GOALS

VOCATIONAL LIFE SKILLS

G522 THE STUDENT WILL DEMONSTRATE AN APPROPRIATE ATTITUDE TOWARD WORK.

G524 THE STUDENT WILL DEMONSTRATE APPROPRIATE SKILLS FOR WORK/HABITS AND ABILITIES.

G526 THE STUDENT WILL DEMONSTRATE APPROPRIATE SKILLS TO MAKE SOCIAL ADJUSTMENTS.

G528 THE STUDENT WILL DEMONSTRATE APPROPRIATE SKILLS REQUIRED FOR ENDURANCE.

G530 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD APPROPRIATE PERSONAL HABITS.

G532 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF TEMPORAL SKILLS.

G534 THE STUDENT WILL DEMONSTRATE APPROPRIATE SKILLS FOR THE USE OF TRANSPORTATION FACILITIES.

G536 THE STUDENT WILL DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS REQUIRED TO USE PAYMENT SYSTEMS.

G538 THE STUDENT WILL DEMONSTRATE APPROPRIATE SKILLS REQUIRED TO PERFORM ELEMENTARY SCHOOL JOBS.

G540 THE STUDENT WILL DEMONSTRATE APPROPRIATE SKILLS REQUIRED TO PERFORM MIDDLE SCHOOL JOBS.

G542 THE STUDENT WILL DEMONSTRATE APPROPRIATE SKILLS REQUIRED TO PERFORM HIGH SCHOOL JOBS.

GOALS

TONGUE THRUST

G296 THE STUDENT WILL DEMONSTRATE THE ABILITY TO MAKE THE NEW SWALLOWING PATTERN COMPLETELY AUTOMATIC AT ALL TIMES.

GOALS

VOICE

G298 THE STUDENT WILL REDUCE VOCAL ABUSE TO THE EXTENT NECESSARY TO CAUSE A SIGNIFICANT REDUCTION IN VOCAL NODULES. EE K-6 (2)(A)

G300 THE STUDENT WILL REDUCE NASAL VOICE QUALITY. EE K-6 (2)(A)

GOALS

BEHAVIOR

G144 THE STUDENT WILL DEMONSTRATE MEASURABLE PROGRESS TOWARD APPROPRIATE AGE LEVEL SOCIAL/EMOTIONAL SKILLS.

GOALS

ESSENTIAL ELEMENTS (MAINTENANCE)

G146 THE STUDENT WILL MAINTAIN PRESENT ACADEMIC SKILLS AND PROGRESS TOWARD MASTERY OF ASSIGNED GRADE LEVEL/COURSE ESSENTIAL ELEMENTS.

SOCIAL EMOTIONAL

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ON-TASK BEHAVIOR	
BE0001	WORK STEADILY FOR THE REQUIRED LENGTH OF TIME ________(ENTER TIME).	
BE0002	IGNORE DISTRACTIONS FROM PEERS WHEN DOING A SEATWORK ASSIGNMENT.	
BE0003	DISCUSS ACADEMIC MATERIAL WITH PEER WHEN APPROPRIATE.	
BE0004	CHANGE FROM ONE ACTIVITY TO ANOTHER WHEN REQUIRED BY THE TEACHER.	
BE0005	REMAIN SEATED DURING ASSIGNED WORK PERIOD.	
BE0040	DO A SEATWORK ASSIGNMENT QUIETLY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	QUALITY OF WORK	
BE0011	TURN IN NEAT PAPERS.	
BE0012	ACCEPT CORRECTION OF SCHOOL WORK.	
BE0013	MAKE USE OF TEACHER'S CORRECTIONS TO IMPROVE WORK.	
BE0014	GO BACK OVER WORK TO CHECK FOR ERRORS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-STIMULATION	
BE0015	REDUCE SELF-ABUSIVE BEHAVIOR.	
BE0016	REFRAIN FROM ROCKING.	
BE0017	REFRAIN FROM TALKING TO SELF.	
BE0018	REFRAIN FROM MAKING ECHOIC RESPONSES.	
BE0019	REDUCE HAND FLAPPING BEHAVIOR.	
BE0020	REDUCE GAZING BEHAVIORS.	
BE0021	REDUCE MAKING INAPPROPRIATE NOISES.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BUS BEHAVIOR	
BE0022	DESCRIBE AND DEMONSTRATE PROPER TRAVELING BEHAVIOR ON THE SCHOOL BUS.	
BE0023	REFRAIN FROM UNACCEPTABLE LANGUAGE.	
BE0024	COMPLETE ASSIGNED ACADEMIC WORK WITHIN THE REQUIRED TIME.	
BE0025	CONTINUE WORKING ON A DIFFICULT TASK UNTIL IT IS COMPLETED.	
BE0026	COMPLETE AND RETURN HOMEWORK ASSIGNMENTS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FOLLOWING DIRECTIONS	
BE0027	FOLLOW TEACHER'S VERBAL DIRECTIONS.	
BE0028	FOLLOW SIMPLE DIRECTIONS AFTER HEARING THEM ONCE.	
BE0029	FOLLOW WRITTEN DIRECTIONS.	
BE0030	FOLLOW DIRECTIONS FOR TAKING A TEST.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROUP ACTIVITIES	
BE0031	SHARE MATERIALS WITH OTHERS IN A WORK SITUATION.	
BE0032	WORK COOPERATIVELY ON A TASK WITH A PEER.	
BE0033	CARRY OUT PLANS OR DECISIONS FORMULATED BY THE GROUP.	
BE0034	ACCEPT IDEAS PRESENTED IN A GROUP SITUATION WHICH ARE DIFFERENT FROM ONE'S OWN.	
BE0035	INITIATE AND HELP CARRY OUT A GROUP ACTIVITY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	INDEPENDENT WORK	
BE0036	ATTEMPT TO SOLVE A PROBLEM WITH SCHOOL WORK BEFORE ASKING FOR HELP.	
BE0037	FIND PRODUCTIVE USE OF TIME WHILE WAITING FOR TEACHER ASSISTANCE.	
BE0038	FIND ACCEPTABLE WAYS OF USING FREE TIME WHEN WORK IS COMPLETED.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ASKING AND ANSWERING QUESTIONS	
BE0041	ANSWER OR ATTEMPT TO ANSWER WHEN CALLED UPON BY A TEACHER.	
BE0042	ACKNOWLEDGE NOT KNOWING THE ANSER TO A QUESTION.	
BE0043	VOLUNTEER AN ANSWER TO TEACHER'S QUESTION.	
BE0044	ASK A QUESTION APPROPRIATE TO THE INFORMATION NEEDED.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ATTENDING BEHAVIOR	
BE0045	LOOK AT THE TEACHER WHEN A LESSON IS BEING PRESENTED.	
BE0046	WATCH AN AUDIOVISUAL PRESENTATION QUIETLY.	
BE0047	LISTEN TO A SPEAKER IN THE CLASS.	
BE0048	LISTEN TO ASSIGNMENT DIRECTIONS.	
BE0049	LISTEN TO ANSWERS TO QUESTIONS.	
BE0050	LOOK AT THE CHALKBOARD FOR ASSIGNMENT DIRECTIONS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES

CLASSROOM DISCUSSION

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
BE0051	USE TONE OF VOICE IN CLASSROOM DISCUSSION APPROPRIATE TO THE SITUATION.	
BE0052	MAKE RELEVANT REMARKS IN A CLASSROOM DISCUSSION.	
BE0053	PARTICIPATE IN A CLASSROOM DISCUSSION INITIATED BY TEACHER.	
BE0054	BRING THINGS TO CLASS WHICH ARE RELEVANT TO CLASSROOM DISCUSSION.	
BE0055	EXPRESS OPINION IN CLASSROOM DISCUSSION EVEN WHEN CONTRARY TO OPINIONS OF OTHERS.	
BE0056	PROVIDE REASONS FOR OPINIONS EXPRESSED IN GROUP DISCUSSION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
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	COMPLETING TASKS	
BE0057	COMPLETE ASSIGNED ACADEMIC WORK.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ETHICAL BEHAVIOR	
BE0058	AVOID DOING SOMETHING WRONG WHEN ENCOURAGED BY A PEER.	
BE0091	DISTINGUISH TRUTH FROM UNTRUTH OR FANTASY IN ONE'S OWN STATEMENTS.	
BE0092	ANSWER TRUTHFULLY WHEN ASKED ABOUT POSSIBLE WRONGDOING.	
BE0093	IDENTIFY CONSEQUENCES OF BEHAVIOR INVOLVING WRONGDOING.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EXPRESSING FEELINGS	
BE0059	DESCRIBE ONE'S OWN FEELINGS OR MOODS VERBALLY.	
BE0060	RECOGNIZE AND LABEL MOODS OF OTHERS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	POSITIVE ATTITUDE TOWARD SELF	
BE0061	SAY "THANK YOU" WHEN COMPLIMENTED OR PRAISED.	
BE0062	BE WILLING TO HAVE ONE'S WORK DISPLAYED.	
BE0063	MAKE POSITIVE STATEMENTS WHEN ASKED ABOUT ONESELF.	
BE0064	UNDERTAKE A NEW TASK WITH A POSITIVE ATTITUDE.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RESPONSIBLE BEHAVIOR	
BE0065	BE REGULAR IN SCHOOL ATTENDANCE.	
BE0066	ARRIVE AT SCHOOL ON TIME.	
BE0067	HANG UP ONE'S CLOTHES IN REQUIRED PLACE.	
BE0068	KEEP ONE'S DESK IN ORDER.	
BE0069	TAKE CARE OF ONE'S OWN POSSESSIONS.	
BE0070	CARRY MESSAGES FOR THE TEACHER.	
BE0071	BRING REQUIRED MATERIALS TO SCHOOL.	
BE0072	ARRIVE AT CLASSROOM ON TIME.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-CARE	
BE0073	USE TOILET FACILITIES PROPERLY.	
BE0074	PUT ON CLOTHING WITHOUT ASSISTANCE.	
BE0075	KEEP FACE AND HANDS CLEAN.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	POSITIVE ATTITUDE TOWARD OTHERS	
BE0076	DISPLAY TOLERANCE FOR PERSONS WITH CHARACTERISTICS DIFFERENT FROM ONE'S OWN.	
BE0077	ASK ANOTHER STUDENT TO PLAY ON THE PLAYGROUND.	
BE0078	ASK TO BE INCLUDED IN A PLAYGROUND ACTIVITY IN PROGRESS.	
BE0079	SHARE TOYS AND EQUIPMENT IN A PLAY SITUATION.	
BE0080	SUGGEST AN ACTIVITY FOR THE GROUP ON THE PLAYGROUND OR DURING FREE TIME.	
BE0081	REFRAIN FROM TEASING OR HECKLING OTHERS.	
BE0082	REFRAIN FROM VIOLATING THE RIGHTS OF OTHERS.	
BE0113	MAKE POSITIVE STATEMENTS ABOUT QUALITIES AND ACCOMPLISHMENTS OF OTHERS.	
BE0114	COMPLIMENT ANOTHER PERSON.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CARE OF PROPERTY	
BE0083	DISTINGUISH ONE'S OWN PROPERTY FROM THE PROPERTY OF OTHERS.	
BE0084	LEND POSSESSIONS TO OTHERS WHEN ASKED.	
BE0085	USE AND RETURN OTHERS' PROPERTY WITHOUT DAMAGING IT.	
BE0086	ASK PERMISSSION TO USE ANOTHER'S PROPERTY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-RELATED ACCEPTING CONSEQUENCES	
BE0087	ACCEPT RESPONSIBILITY.	
BE0088	REPORT TO THE TEACHER AFTER SPILLING OR BREAKING SOMETHING.	
BE0089	APOLOGIZE WHEN ACTIONS HAVE INJURED OR INFRINGED ON ANOTHER .	
BE0090	ACCEPT DESERVED CONSEQUENCES OF WRONGDOING.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	HELPING OTHERS	
BE0094	HELP TEACHER WHEN ASKED	
BE0095	HELP PEER WHEN ASKED.	
BE0096	GIVE SIMPLE DIRECTIONS TO A PEER.	
BE0097	OFFER HELP TO TEACHER.	
BE0098	OFFER HELP TO A CLASSMATE.	
BE0099	COME TO DEFENSE OF PEER IN TROUBLE.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MAKING CONVERSATION	
BE0100	EXPRESS SYMPATHY TO PEER ABOUT PROBLEMS OR DIFFICULTIES.	
BE0101	PAY ATTENTION IN A CONVERSATION TO THE PERSON SPEAKING.	
BE0102	TALK TO OTHERS IN A TONE OF VOICE APPROPRIATE TO THE SITUATION.	
BE0103	WAIT FOR PAUSES IN A CONVERSATION BEFORE SPEAKING.	
BE0104	MAKE RELEVANT REMARKS IN A CONVERSATION WITH PEERS.	
BE0105	MAKE RELEVANT REMARKS IN A CONVERSATION WITH ADULTS.	
BE0106	IGNORE INTERRUPTIONS OF OTHERS IN A CONVERSATION.	
BE0107	INITIATE CONVERSATION WITH PEERS IN AN INFORMAL SITUATION.	
BE0108	INITIATE CONVERSATION WITH ADULTS IN AN INFORMAL SITUATION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZED PLAY	
BE0109	FOLLOW RULES WHEN PLAYING A GAME.	
BE0110	TAKE TURNS WHEN PLAYING A GAME.	
BE0111	DISPLAY EFFORT IN A COMPETITIVE GAME.	
BE0112	ACCEPT DEFEAT AND CONGRATULATE THE WINNER IN A COMPETITIVE GAME.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COPING WITH CONFLICT	
BE0115	RESPOND TO TEASING OR NAME-CALLING BY IGNORING, CHANGING THE SUBJECT, OR SOME OTHER CONSTRUCTIVE MEANS.	
BE0116	RESPOND TO PHYSICAL ASSUALT BY LEAVING THE SITUATION, CALLING FOR HELP, OR SOME OTHER CONSTRUCTIVE MEANS.	
BE0117	WALK AWAY FROM PEER WHEN ANGRY TO AVOID HITTING.	
BE0118	REFUSE THE REQUEST OF ANOTHER POLITELY.	
BE0119	EXPRESS ANGER WITH NONAGRESSIVE WORDS RATHER THAN PHYSICAL ACTION OR AGGRESSIVE WORDS.	
BE0120	HANDLE CONSTRUCTIVELY CRITICISM OR PUNISHMENT PERCEIVED AS UNDESERVED.	
BE0121	MAINTAIN SELF-CONTROL WHEN FACED WITH FAILURE AND/OR DISAPPOINTMENTS.	
BE0122	IDENTIFY WAYS TO REDUCE FUTURE FAILURE SITUATIONS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GAINING ATTENTION	
BE0123	GAIN TEACHER'S ATTENTION IN CLASS BY RAISING HAND.	
BE0124	WAIT QUIETLY FOR RECOGNITION BEFORE SPEAKING OUT IN CLASS.	
BE0125	USE "PLEASE" AND "THANK YOU" WHEN MAKING REQUESTS OF OTHERS.	
BE0126	APPROACH TEACHER AND ASK APPROPRIATELY FOR HELP, EXPLANATION, INSTRUCTIONS, ETC.	
BE0127	GAIN ATTENTION FROM PEERS IN APPROPRIATE WAYS.	
BE0128	ASK A PEER FOR HELP.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GREETING OTHERS	
BE0129	LOOK OTHERS IN THE EYE WHEN GREETING THEM.	
BE0130	STATE ONE'S NAME WHEN ASKED.	
BE0131	GREET ADULTS AND PEERS BY NAME.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CARE OF ENVIRONMENT	
BE0132	USE CLASSROOM EQUIPMENT AND MATERIALS CORRECTLY.	
BE0133	USE PLAYGROUND EQUIPMENT SAFELY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LUNCHROOM	
BE0134	HANDLE AND EAT ONLY ONE'S OWN FOOD.	
BE0135	DISPOSE OF UNWANTED FOOD PROPERLY.	
BE0136	USE APPROPRIATE LUNCHROOM BEHAVIORS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PERFORMING BEFORE OTHERS	
BE0006	PARTICIPATE IN A ROLE-PLAYING ACTIVITY.	
BE0007	READ ALOUD IN A SMALL GROUP.	
BE0008	READ ALOUD BEFORE A LARGE GROUP OR THE ENTIRE CLASS.	
BE0009	MAKE A REPORT BEFORE A SMALL GROUP.	
BE0010	MAKE A REPORT BEFORE A LARGE GROUP OR THE ENTIRE CLASS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ON TASK BEHAVIOR	
BE0039	SIT STRAIGHT AT DESK WHEN REQUIRED BY TEACHER.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MOVEMENT AROUND ENVIRONMENT	
BE0137	WALK THROUGH THE HALL QUIETLY AT A REASONABLE PACE.	
BE0138	ENTER CLASSROOM AND TAKE SEAT WITHOUT DISTURBING OBJECTS AND OTHER PEOPLE.	
BE0139	FORM AND WALK IN A LINE.	
BE0140	FOLLOW SAFETY RULES IN CROSSING STREETS.	

INTERPERSONAL RELATIONS ACCEPTING AUTHORITY

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
BE0141	COMPLY WITH REQUEST OF ADULT IN POSITION OF AUTHORITY.	
BE0142	COMPLY WITH REQUEST OF PEER IN POSITION OF AUTHORITY.	
BE0143	KNOW AND FOLLOW CLASSROOM RULES.	
BE0144	FOLLOW CLASSROOM RULES IN THE ABSENCE OF THE TEACHER.	
BE0145	DISCUSS WITH TEACHER RULES WHICH MAY BE UNJUST.	

SPEECH AND LANGUAGE

ARTICULATION

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
SLA001	DISCRIMINATE BETWEEN CORRECTLY AND INCORRECTLY PRODUCED SOUNDS.	
SLA002	MAKE POSITION OF ____________ SOUND(S).	
SLA003	DISTINGUISH OLD FROM NEW SOUND.	
SLA004	PRODUCE ____________ SOUND(S) IN ISOLATION.	
SLA005	PRODUCE ____________ SOUND(S) IN SYLLABLES.	
SLA006	PRODUCE ____________ SOUND(S) IN INITIAL POSITION OF WORDS.	
SLA007	PRODUCE ____________ SOUND(S) IN MEDIAL POSITION OF WORDS.	
SLA008	PRODUCE ____________ SOUND(S) IN FINAL POSITION OF WORDS.	
SLA009	PRODUCE ____________ SOUND(S) IN PHRASES.	
SLA010	PRODUCE ____________ SOUND(S) IN SENTENCES.	
SLA011	PRODUCE ____________ SOUND(S) IN BLENDS.	
SLA012	TELL/RETELL STORY USING____________ SOUND(S).	
SLA013	USE ____________ SOUND(S) CONSISTENTLY IN CONVERSATION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LATERAL S	
SLA014	DISCRIMINATE BETWEEN CORRECTLY AND INCORRECTLY PRODUCED SOUNDS.	
SLA015	STEP I: REPEAT THE "T" SOUND RAPIDLY UNTIL A SLIGHT "S" IS HEARD BETWEEN.	
SLA016	STEP II: REPEAT THE "T" LETTING A LITTLE AIR COME OUT AT THE END OF THE SOUND ("TS").	
SLA017	STEP III: PUT THE SOUND INTO WORDS ("ITS").	
SLA018	STEP IV: PRACTICE "TS" WORDS IN SIMPLE SENTENCES WITHOUT OTHER "S" WORDS.	
SLA019	STEP V: SAY THE "TS" AND WITHOUT MOVING THE TONGUE, ADD "S" ("TS S").	
SLA020	STEP VI: PRODUCE FINAL "S".	
SLA021	STEP VII: PRODUCE "S" BLENDS.	
SLA022	STEP VIII: PRODUCE MEDIAL "S".	
SLA023	STEP IX: PRODUCE INITIAL "S".	
SLA024	STEP X: PRODUCE MEDIAL"S" WITH "S" AT THE BEGINNING OF THE SYLLABLE.	
SLA025	STEP XI: PRODUCE "S" FOLLOWED BY A VOWEL.	
SLA026	STEP XII: PRODUCE MEDIAL "S" WORDS WITH THE "S" AT THE BEGINNING OF THE SYLLABLE FOLLOWED BY A VOWEL.	
SLA027	STEP XIII: USE SOUND CONSISTENTLY IN CONVERSATION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PHONOLOGY	
SLA028	LISTEN TO 10-15 WORDS CONTAINING TARGET PATTERNS.	
SLA029	PRODUCE TARGET PATTERNS IN A VARIETY OF COMBINATIONS: CV, VC, CVC, CVCC, CCVC.	
SLA030	PRODUCE TARGET PATTERNS IN WORDS IN CARRIER PHRASES SUCH AS "I SEE A ____________." OR "I WANT A ____________."	
SLA031	PROVIDE TARGET STRUCTURES IDENTIFIED IN MINIMAL PAIRED ACTIVITY.	
SLA032	MONITOR AND SELF-CORRECT TARGET PROCESSES IN STRUCTURED AND NON-STRUCTURED SITUATIONS.	
SLA033	TARGET PATTERN(S).	
SLA034	CLUSTER REDUCTION.	
SLA035	STRIDENCY ERRORS.	
SLA036	LIQUID ERRORS.	
SLA037	GLIDE ERRORS.	
SLA038	FINAL OBSTRUENT OMISSION.	
SLA039	VOICING CONFUSIONS.	
SLA040	BACKING.	
SLA041	FRONTING.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PHONOLOGY	
SLA042	VELAR DEVIATION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORAL MOTOR	
SLP001	DEMONSTRATE NORMAL TACTILE SENSITIVITY AND ABILITY TO PROVIDE ORAL STIMULATION BY MOVING THREE TO FIVE PLAY OBJECTS OR FINGER FOODS PLACED IN HAND TO MOUTH FOR EXPLORATION OR EATING AS APPROPRIATE.	
SLP002	EXHIBIT ADEQUATE COORDINATION OF SUCKING SWALLOWING AND BREATHING AS DEMONSTRATED BY ABILITY TO SEQUENCE ________ SUCK-SWALLOWS WHILE DRINKING FROM A CUP OR STRAW WITHOUT MAJOR PAUSES.	
SLP003	EXHIBIT ADEQUATE TONGUE, JAW AND LIP MOVEMENTS DURING ______ CONSECUTIVE FEEDING AND SOUND PLAY SESSIONS.	
SLP004	EXHIBIT ADEQUATE TONGUE, JAW AND LIP MOVEMENTS IN FEEDING AND SOUND PLAY ACTIVITIES FOR ______ CONSECUTIVE DAYS AS REPORTED BY PARENT OR TEACHER.	
SLP005	DEMONSTRATE COORDINATED THORACIC AND ABDOMINAL BREATHING DURING QUIET ACTIVITIES AND APPROPRIATELY ALTER BREATHING RHYTHM FOR SPEECH-LIKE ACTIVITIES (I.E. CAN SUSTAIN PHONATION FOR 6 TO 8 SECONDS ON ONE BREATH DURING VOCAL PLAY AND 8 TO 10 SECONDS DURING CRYING).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CUP DRINKING	
SLP006	SWALLOW WHEN SMALL AMOUNT OF LIQUID IS TILTED INTO MOUTH BY CLINICIAN USING CUP WITH CUT-OUT UPPER LIP.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STRAW DRINKING	
SLP007	FORM LIP SEAL AROUND SHORT, WIDE OUTER AND SMALLER INNER DIAMETER STRAW AND OBTAIN LIQUID WITH AID OF GRAVITY (STRAW TILTED DOWN TOWARD MOUTH, OR BY SQUEEZING LIQUID UP TO THE LIPS USING A SOFT PLASTIC BOTTLE).	
SLP008	FORM LIP SEAL AROUND NORMAL SIZED, BUT SHORT STRAW (POSITIONED BETWEEN LIPS, BUT IN FRONT OF TEETH-NOT BETWEEN WITH HORIZONTAL ANGLE).	
SLP009	FORM LIP SEAL AROUND NORMAL SIZED, BUT SHORT STRAW TILTED UP FROM CUP BY USING ACTUAL SUCTION, MAKING SURE THAT THE CHILD IS USING TONGUE ACTION (INSIDE THE MOUTH) AND NOT JAW DEPRESSION TO OBTAIN SUCTION.	
SLP010	FORM LIP SEAL AND USE TWO COORDINATED SUCK-SWALLOW SEQUENCES DRAWING LIQUID UP THROUGH NORMAL SIZE AND LENGTH STRAW WITH VERBAL PROMPTING BY CLINICIAN.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CHEWING	
SLP011	KEEP FOOD PLACED BETWEEN MOLARS BY CLINICIAN TEACHER/PARENT IN POSITION FOR GRINDING BY USING LATERAL TONGUE ACTION AND CHEEK TONUS AND WILL GRIND FOOD SUFFICIENTLY BEFORE SWALLOWING.	
SLP012	MOVE FOOD PLACED BETWEEN MOLARS ON ONE SIDE TO THE OTHER SIDE BY USING LATERAL TONGUE ACTION: GRAVITY CAN BE USED FOR PROMPTING THE SKILL BY TILTING THE HEAD, BUT NOT TO REACH CRITERION.	
SLP013	MOVE FOOD PLACED CENTRALLY ON THE TONGUE TIP BACK UNDER THE MOLARS ON EITHER SIDE AND TRANSFER IT TO THE OTHER SIDE, GRINDING SUFFICIENTLY BEFORE SWALLOWING.	
SLP014	BITE FOOD WITH MEDIAL INCISORS, MOVE IT BACK UNDER THE MOLARS ON EITHER SIDE, AND TRANSFER IT TO THE OTHER SIDE, GRINDING SUFFICIENTLY BEFORE SWALLOWING, WITH PROPER JAW ALIGNMENT.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EARLY FUNCTIONAL LANGUAGE	
SLP015	DEMONSTRATE SOUND AWARENESS (VIA EYE BLINK, CHANGES IN SUCKING PATTERN, ETC.) AND ATTEMPT TO LOCALIZE THE SOUND.	
SLP016	DEMONSTRATE ABILITY TO USE AT LEAST FIVE DIFFERENTIATED SOUNDS.	
SLP017	INITIATE PITCH AND LOUDNESS VARIATIONS DURING SOUND PLAY.	
SLP018	ORIENT DIFFERENTLY OR MOMENTARILY CEASE ACTIVITY AS EVIDENCE OF DISCRIMINATION OF MALE/FEMALE, FRIENDLY/ANGRY, FAMILIAR/UNFAMILIAR OR INTONATION PATTERNS.	
SLP019	INITIATE VARIATION IN PITCH, LOUDNESS, AND RHYTHM PATTERNS.	
SLP020	PRODUCE SIMILAR REPEATED SYLLABLE UTTERANCES ONE-TO-ONE VOCAL INTERPLAY SESSIONS (I.E. BA BA BA; MA MA MA; GA GA GA).	
SLP021	PRODUCE THREE OR MORE DIFFERENT SPEECH-LIKE UTTERANCES WITH INTONATION ONE-TO-ONE VOCAL INTERPLAY SESSIONS (I.E. BE BA MA BO).	
SLP022	SPONTANEOUSLY VOCALIZE TO EXPRESS RECOGNITIONOR DESIRE TO CONTINUE AN ACTIVITY.	
SLP023	INITIATE ATTEMPTS TO GET ATTENTION BY MAKING RANDOM SPEECH SOUNDS WITH DECLARATIVE, EXCLAMATORY OR QUESTIONING (RATHER THAN CRYING OR WHINING) INTONATION.	
SLP024	INTELLIGIBLY IMITATE MOST SOUNDS, GESTURES OR MOTOR ACTIVITIES DURING A TWO-MINUTE ONE-TO-ONE INTERPLAY SITUATION.	
SLP025	USE ONE OR MORE GESTURES, SIGNS, OR VOCALIZATIONS MEANINGFULLY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ATTENDING	
SLP026	FIXATE ON AN OBJECT UPON THE COMMAND, "LOOK" AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP027	FOLLOW A MOVING OBJECT IN A HORIZONTAL PATTERN AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP028	FOLLOW A MOVING OBJECT IN A VERTICAL PATTERN AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP029	FOLLOW A MOVING OBJECT IN A DIAGONAL PATTERN AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP030	FOLLOW A MOVING OBJECT IN A CIRCULAR PATTERN AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP031	LOOK AT AN OBJECT (CONVERGE) AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PHYSICAL IMITATION	
SLP032	SLAP THE TABLE AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP033	CLAP HANDS AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP034	IMITATE RINGING A BELL AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP035	IMITATE POUNDING A MALLET AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP036	RING A BELL AND POUND A MALLET AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP037	BLOW A FEATHER AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP038	BLOW OUT A CANDLE AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP039	BLOW A WHISTLE AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AUDITORY TRAINING	
SLP040	LOOK TO THE LEFT TO A SOUND AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP041	LOOK TO THE RIGHT TO A SOUND AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP042	FOLLOW A SOUND FROM LEFT TO RIGHT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP043	LOCATE A SOUND BEHIND HIM AFTER ATTTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP044	FOLLOW GRADUATED SOUNDS AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP045	IMITATE POUNDING A MALLET AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP046	IMITATE RINGING A BELL AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP047	RING A BELL AND POUND A MALLET AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP049	IMITATE THE SOUND OF A MALLET AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP050	PHYSICALLY IMITATE THE SOUND OF A BELL AND THE SOUND OF A MALLET WHEN BOTH ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OBJECT DISCRIMINATION	
SLP051	GIVE SPOON AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP052	GIVE SPOON WHEN SPOON AND FORK ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP053	GIVE FORK AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP054	GIVE FORK AND GIVE SPOON WHEN BOTH ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP055	GIVE FORK AND SPOON WHEN AN EXTRANEOUS OBJECT IS PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP056	GIVE COMB AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP057	GIVE COMB WHEN BOTH COMB AND TOOTHBRUSH ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP058	GIVE TOOTHBRUSH AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP059	GIVE TOOTHBRUSH WHEN BOTH TOOTHBRUSH AND COMB ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP060	GIVE SPOON AND GIVE TOOTHBRUSH WHEN BOTH ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP061	GIVE SPOON AND GIVE TOOTHBRUSH WHEN AN EXTRANEOUS OBJECT IS PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OBJECT DISCRIMINATION	
SLP062	GIVE CUP AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP063	GIVE CUP WHEN AN EXTRANEOUS OBJECT IS PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP064	GIVE BALL AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP065	GIVE BALL WHEN BOTH BALL AND CUP ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP066	GIVE BALL AND GIVE CUP WHEN BOTH ARE PRESENT AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CONCEPT DEVELOPMENT	
SLP067	SIT DOWN AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP068	STAND UP AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO VERBAL COMMAND.	
SLP069	LOOK AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP070	STOP AFTER ATTAINING FIVE CONSECUTIVE RESPONSES TO A VERBAL COMMAND.	
SLP071	COME AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP072	OPEN THE DOOR AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP073	CLOSE THE DOOR AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP074	GO TO THE ____________ AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP075	GIVE THE ____________ AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP076	PUT THE ____________ ON THE ____________ AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	
SLP077	TAKE THE ____________ OFF THE ____________ AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CONCEPT DEVELOPMENT	
SLP078	PICK UP THE ________ AFTER ATTAINING FIVE CONSECUTIVE POSITIVE RESPONSES TO A VERBAL COMMAND.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL PURSUIT AND OBJECT PERMANENCE	
SLP079	FOLLOW A SLOWLY MOVING OBJECT THROUGH A COMPLETE ARC OF 180 DEGREES (1 MONTH).	
SLP080	LINGER WITH GLANCE ON THE POINT WHERE A SLOWLY MOVING OBJECT DISAPPEARS (2 MONTHS).	
SLP081	SEARCH FOR A PARTIALLY HIDDEN OBJECT (4-5 MONTHS).	
SLP082	RETURN EYES TO A STARTING POINT WHEN A SLOWLY MOVING OBJECT DISAPPEARS (5-8 MONTHS).	
SLP083	FIND AN OBJECT HIDDEN UNDER A SINGLE SCREEN (7 MONTHS).	
SLP084	FIND AN OBJECT HIDDEN UNDER ONE OF TWO SCREENS BY SEARCHING DIRECTLY UNDER THE CORRECT SCREEN (7 MONTHS).	
SLP085	FIND AN OBJECT HIDDEN UNDER ONE OF THREE SCREENS BY SEARCHING DIRECTLY UNDER THE CORRECT SCREEN (7 MONTHS).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OBTAINING DESIRED ENVIRONMENTAL EVENTS	
SLP086	DISPLAY HAND WATCHING BEHAVIOR (2 MONTHS).	
SLP087	ATTEMPT TO KEEP A TOY IN MOTION BY REPEATED HAND OR LEG MOVEMENTS (3 MONTHS).	
SLP088	GRASP A TOY WHEN IN REACH (3-4 MONTHS).	
SLP089	QUICKLY DROPS ONE OR BOTH OBJECTS ALREADY HELD IN HANDS BEFORE REACHING FOR A THIRD (8 MONTHS).	
SLP090	PULL A SUPPORT TO OBTAIN A TOY WITH OR WITHOUT DEMONSTRATION (8 MONTHS).	
SLP091	USE A STRING TO OBTAIN AN OBJECT WHICH IS NOT IN DIRECT LINE OF SIGHT (13 MONTHS).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCAL IMITATION	
SLP092	DISPLAY COOING BEHAVIOR (1 MONTH).	
SLP093	INCREASE MOUTH MOVEMENT AND/OR SMILES UPON HEARING "OWN" SOUNDS (1 MONTH).	
SLP094	VOCALIZE SIMILAR SOUNDS UPON HEARING "OWN" SOUNDS (3 MONTHS).	
SLP095	VOCALIZE SOME SOUNDS UPON HEARING "OWN" SOUND PATTERNS (BABBLING) (4 MONTHS).	
SLP096	VOCALIZE SIMILAR SOUND PATTERNS UPON HEARING FAMILIAR ONES (9 MONTHS).	
SLP097	VOCALIZE, BUT NOT SIMILAR SOUNDS UPON HEARING NOVEL ONES (12 MONTHS).	
SLP098	VOCALIZE SOUNDS SIMILAR TO NOVEL ONES PRESENTED THROUGH GRADUAL APPROXIMATIONS (12-14 MONTHS).	
SLP099	VOCALIZE NOVEL SOUND PATTERNS DIRECTLY (14 MONTHS).	
SLP100	REPEAT MOST SIMPLE NEW WORDS (14-17 MONTHS).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GESTURAL IMITATION	
SLP101	MAKE A GESTURAL RESPONSE UPON SEEING A FAMILIAR GESTURE (4 MONTHS).	
SLP102	MAKE THE SAME GESTURE UPON SEEING A FAMILIAR GESTURE (7 MONTHS).	
SLP103	WHEN SHOWN THE GESTURE OF HITTING TWO BLOCKS TOGETHER RESPONDS BY HITTING A BLOCK ON THE FLOOR OR IN THE CLINICIANS HAND (8 MONTHS).	
SLP104	IMITATE THE HITTING OF TWO BLOCKS TOGETHER DIRECTLY (10 MONTHS).	
SLP105	IMITATE SEVERAL NOVEL GESTURES WHIICH HE CAN SEE HIMSELF PERFORM (11 MONTHS).	
SLP106	RESPOND WITH SOME MOVEMENT, BUT DOES NOT SUCCEED IN IMITATING A FACIAL GESTURE (14 MONTHS).	
SLP107	IMITATE AT LEAST ONE FACIAL GESTURE (14-17 MONTHS) .	
SLP108	IMITATE MORE THAN ONE FACIAL GESTURE (14-20 MONTHS).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONAL CASUALITY	
SLP109	DEVELOP HAND-WATCHING BEHAVIOR (2 MONTHS).	
SLP110	DEVELOP IMMEDIATE REPETITION OF AN ACTION RESULTING IN AN INTERESTING INPUT (3 MONTHS) (REPEATED ARM MOVEMENT TO KEEP A TOY ACTIVATED).	
SLP111	DEVELOP CESSATION OF AN INTERESTING SPECTACLE EVOKING A "PROCEDURE" (4 MONTHS) (PINWHEEL, JACK-IN-THE-BOX, ANY STRING ACTIVATED TOY).	
SLP112	HAND A TOY BACK TO THE CLINICIAN AFTER A DEMONSTRATION OF USING IT (12-15 MONTHS).	
SLP113	ATTEMPT TO ACTIVATE A MECHANICAL TOY HIMSELF AFTER A DEMONSTRATION (18 MONTHS).	
SLP114	ATTEMPT TO ACTIVATE A MECHANICAL TOY HIMSELF DIRECTLY (21 MONTHS).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OBJECT RELATIONS IN SPACE	
SLP115	ALTERNATE GLANCE SLOWLY BETWEEN TWO VISUAL TARGETS (2 MONTHS).	
SLP116	ALTERNATE GLANCE RAPIDLY BETWEEN TWO VISUAL TARGETS REPEATEDLY (3 MONTHS).	
SLP117	LOCALIZE SOURCE OF SOUND CORRECTLY (3-5 MONTHS).	
SLP118	GRASP AN OBJECT DIRECTLY WHEN WITHIN REACH (4-5 MONTHS).	
SLP119	LEAN FORWARD TO SEARCH FOR A DROPPED OBJECT IN THE DIRECTION IN WHICH IT FELL (7 MONTHS).	
SLP120	USE ONE OBJECT AS A CONTAINER FOR ANOTHER (9 MONTHS).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SCHEME DEVELOPMENT	
SLP121	DEVELOP MOUTHING SKILLS (2 MONTHS).	
SLP122	DEVELOP VISUAL INSPECTION SKILLS (3 MONTHS).	
SLP123	DEVELOP HITTING SKILLS (4 MONTHS).	
SLP124	DEVELOP SHAKING SKILLS (5 MONTHS).	
SLP125	DEVELOP EXAMINING SKILLS (6 MONTHS).	
SLP126	DEVELOP DROPPING AND THROWING SKILLS (8-9 MONTHS).	
SLP127	DEVELOP SHOWING SKILLS (14 MONTHS)	
SLP128	DEVELOP NAMING SKILLS (18 MONTHS).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ONE-WORD	
SLE001	ASK FOR OR IDENTIFY OBJECTS/PEOPLE/ANIMALS IN A STRUCTURED SITUATION BY USING GESTURES.	
SLE002	ASK FOR OR IDENTIFY OBJECTS/PEOPLE/ANIMALS IN A SPONTANEOUS SITUATION BY USING GESTURES IN FIVE DIFFERENT SPONTANEOUS SITUATIONS.	
SLE003	PRODUCE WORD APPROXIMATIONS PROMPTED BY THE CLINICAIN TO CORRESPOND WITH AT LEAST FIVE DIFFERENT OBJECTS AND/OR ACTIVITIES IN AN IMITATIVE SITUATION.	
SLE004	PRODUCE WORD APPROXIMATIONS TO CORRESPOND WITH AT LEAST FIVE DIFFERENT OBJECTS AND/OR ACTIVITIES IN RESPONSE TO REQUESTS BY CLINICIAN/TEACHER/PARENT WITH PROMPTING.	
SLE005	INITIATE ONE TRUE WORD TO COMMUNICATE WITH CLINICIAN/TEACHER/PARENT IN UNTRAINED CONTEXT WITH NO PROMPTING.	
SLE006	INITIATE A ONE-WORD PHRASE.	
SLE007	SPONTANEOUSLY VERBALIZE FIVE DIFFERENT ONE-WORD PHRASES TO COMMUNICATE WITH OTHERS IN THE ENVIRONMENT.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TWO-WORD	
SLE008	USE MORE THAN ONE EXAMPLE OF SEMANTIC-GRAMMATIC RULES.	
SLE009	USE MORE THAN ONE EXAMPLE OF SEMANTIC-GRAMMATIC RULES IN UNSTRUCTURED PLAY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC SENTENCE	
SLE010	DEMONSTRATE COMPREHENSION OF THE SEMANTIC FUNCTIONS, AGENT, ACTION, OBJECT/LOCATION IN SUBJECT + VERB + (OBJECT/PREPOSITIONAL PHRASE) TYPE CONSTRUCTIONS SPOKEN BY THE CLINICIAN BY POINTING TO OBJECTS/PICTURES OR PERFORMING AN ACTION.	
SLE011	USE AT LEAST TWO DIFFERENT NOUN PHRASES.	
SLE012	USE AT LEAST TWO DIFFERENT VERB PHRASES.	
SLE013	USE AT LEAST TWO DIFFERENT NP + VP (+NP) STRUCTURES.	
SLE014	USE AT LEAST TWO DIFFERENT LATER OCCURRING VP = NP STRUCTURES.	
SLE015	USE AT LEAST TWO DIFFERENT LATER OCCURRING NP + VP + (NP) STRUCTURES.	
SLE016	USE BASIC SENTENCES OF THE TYPE NP + VP + (NP) IN ALL REQUIRED CONTEXTS IN UNSTRUCTURED COMMUNICATION SITUATIONS.	
SLE017	USE BASIC SENTENCES OF THE TYPE NP + VP + (NP) IN ALL REQUIRED CONTEXTS IN UNSTRUCTURED COMMUNICATIONS WITH TEACHER/PARENTS/PEERS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC CONCEPTS	
SLL001	DEMONSTRATE UNDERSTANDING OF BASIC CONCEPT THROUGH OBJECT MANIPULATION.	
SLL002	EXPRESSIVELY IDENTIFY BASIC CONCEPTS IN RESPONSES TO VISUAL STIMULI.	
SLL003	BASIC CONCEPTS (PRONOUNS): I, MY, MINE, ME, YOUR, SHE, HER, HE, HIS, HIM, YOU, THEY, US, THJEIR, THEM, WE, OUR.	
SLL004	SIZE: BIG, TALL, FAT, LITTLE, SHORT, THIN.	
SLL005	QUANTITY: SOFT, HARD, LIGHT, HEAVY, SAME, DIFFERENT.	
SLL006	POSITION: IN, ON, OUT OF, UP, TOP, TOWARD, AROUND, NEXT TO, BESIDE, BACKWARD, DOWN, BEHIND, FIRST, OFF, UNDER, TOGETHER, AWAY FROM, APART, IN FRONT OF, HIGH, IN BACK OF, BOTTOM, FORWARD, LOW, AHEAD OF, LAST.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC VOCABULARY	
SLL007	RECEPTIVELY IDENTIFY TARGET VOCABULARY ITEMS.	
SLL008	EXPRESSIVELY LABEL TARGET VOCABULARY ITEMS.	
SLL009	LABEL TARGET VOCABULARY ITEMS WHEN GIVEN WITH FUNCTION OF THAT ITEM.	
SLL010	WILL NAME THE VOCABULARY ITEM.	
SLL011	WILL NAME THE CATEGORY AND LIST ANOTHER ITEM OF THAT CATEGORY.	
SLL012	TARGET CATEGORIES: ANIMALS, BODY PARTS, CLOTHING, COLORS & SHAPES, SCHOOL ITEMS, TRANSPORTATION, TOYS, HOUSEHOLD & OTHER COMMON OBJECTS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PRAGMATICS	
SLL013	PROVIDE PERSONAL INFORMATION IN STRUCTURED THERAPY SITUATION.	
SLL014	EXPRESS WANTS AND DESIRES IN STRUCTURED THERAPY SITUATION.	
SLL015	ENGAGE IN APPROPRIATE VERBAL INTERATIONS IN SMALL GROUP SITUATIONS.	
SLL016	ENGAGE IN APPROPRIATE RITUALIZING ACTIVITIES WITH PEERS AND ADULTS.	
SLL017	UTILIZE APPROPRIATE REQUESTING AND COMMENTING FEATURES IN VERBALIZATIONS WITH PEERS AND ADULTS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PRAGMATICS	
SLL079	IMPROVE ABILITY TO REQUEST INFORMATION.	
SLL080	IMPROVE ABILITY TO ASK WH- QUESTIONS.	
SLL081	IMPROVE ABILITY TO RESPOND TO WH- QUESTIONS.	
SLL082	IMPROVE ABILITY TO RELATE INFORMATION TO OTHERS.	
SLL083	IMPROVE ABILITY TO RITUALIZE.	
SLL084	IDENTIFY MAIN IDEA IN A MESSAGE.	
SLL085	EXPRESS IDEAS: CONCISE AND ORGANIZED.	
SLL086	IMPROVE ABILITY TO DRAW CONCLUSIONS.	
SLL087	IMPROVE ABILITY TO PROBLEM SOLVE.	
SLL088	IMPROVE ABILITY TO FOLLOW DIRECTIONS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SYNTAX/MORPHOLOGY	
SLL018	DEMONSTRATE USE OF COPULAR CONSTRUCTION FORMS OF TO BE (AM, IS, ARE, WAS, WERE).	
SLL019	DEMONSTRATE USE OF PRESENT PROGRESSIVE CONSTRUCTION.	
SLL020	DEMONSTRATE USE OF PRESENT TENSE.	
SLL021	DEMONSTRATE USE OF PAST TENSE - REGULAR.	
SLL022	DEMONSTRATE USE OF PAST TENSE - IRREGULAR.	
SLL023	DEMONSTRATE USE OF HAVE, HAS, HAD, DO, DOES, DID.	
SLL024	DEMONSTRATE USE OF NOUN-VERB AGREEMENT.	
SLL025	DEMONSTRATE USE OF PRONOUNS: SUBJECTIVE, OBJECTIVE, POSSESSIVE, REFLEXIVE, DEMONSTRATIVE.	
SLL026	DEMONSTRATE USE OF NEGATIVES PLUS MODAL.	
SLL027	DEMONSTRATE USE OF WH-QUESTIONS.	
SLL028	DEMONSTRATE USE OF DO QUESTIONS.	
SLL029	DEMONSTRATE USE OF ADJECTIVES, COMPARATIVE/SUPERLATIVE FORM.	
SLL030	DEMONSTRATE USE OF PREPOSITIONS.	
SLL031	DEMONSTRATE USE OF FUTURE TENSE .	
SLL032	DEMONSTRATE USE OF NOUN POSSESSIVE.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SYNTAX/MORPHOLOGY	
SLL033	DEMONSTRATE USE OF ARTICLES : A, AN, THE.	
SLL034	DEMONSTRATE USE OF THIRD PERSON REGULAR - ADD -S TO VERB.	
SLL035	DEMONSTRATE USE OF IRREGULAR THIRD PERSON - HAVE, HAS, HAD, DO DOES, DID.	
SLL036	DEMONSTRATE USE OF AUXILIARY - TO BE, WILL, CAN.	
SLL037	DEMONSTRATE USE OF NOUN DERIVATION - ER, MAN, IST.	
SLL038	DEMONSTRATE USE OF ADVERB - LY.	
SLL039	DEMONSTRATE USE OF SIMPLE IMPERATIVE.	
SLL040	DEMONSTRATE USE OF NEGATIVE IMPERATIVE.	
SLL041	DEMONSTRATE USE OF REGULAR NOUN.	
SLL042	DEMONSTRATE USE OF IRREGULAR NOUN AND PRESENT PROGRESSIVE.	
SLL043	DEMONSTRATE USE OF PAST PARTICIPLE.	
SLL044	DEMONSTRATE USE OF REVERSIBLE.	
SLL045	DEMONSTRATE USE OF PERFECTIVE.	
SLL046	DEMONSTRATE USE OF INTERROGATIVE.	
SLL047	DEMONSTRATE USE OF REVERSIBLE PASSIVE.	
SLL048	DEMONSTRATE USE OF COORDINATING CONJUNCTION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SYNTAX/MORPHOLOGY	
SLL049	DEMONSTRATE USE OF SUBORDINATORS.	
SLL050	DEMONSTRATE USE OF PHRASES.	
SLL051	DEMONSTRATE USE OF CLAUSES.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY I	
SLL052	TELL COLORS.	
SLL053	TELL SHAPES.	
SLL054	TELL NAME, ADDRESS, PHONE.	
SLL055	LABEL OBJECTS, PICTURES, ACTIONS.	
SLL056	CATEGORIZE OBJECTS AND PICTURES.	
SLL057	DESCRIBE OBJECTS BY SIZE, COLOR, SHAPE, FUNCTION AND CATEGORY.	
SLL058	RELATE PERSONAL EXPERIENCE.	
SLL059	SEQUENCE: FOLLOW 3 PART DIRECTIONS, TELL ABOUT SEQUENCE PICTURES, TELL EVENT OR SIMPLE STORY IN SEQUENCE.	
SLL060	TELL SIMPLE OPPOSITES.	
SLL061	TELL RHYMING WORDS.	
SLL062	FOLLOW DIRECTIONS CONTAINING SELECTED BASIC CONCEPT SKILLS: TOP-BOTTOM, FIRST, MIDDLE, LAST, NEXT, BEGINNING-ENDING, SAME-DIFFERENT, BEFORE-AFTER, LEFT-RIGHT, MORE-LESS, ABOVE-BELOW.	
SLL063	USE TIME WORDS: DAYS OF THE WEEK, MORNING, AFTERNOON, NIGHT, YESTERDAY, TOMORROW, MONTHS, SEASONS.	
SLL064	ANSWER WH- QUESTIONS.	
SLL065	USE -S PLURALS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY I	
SLL066	USE ORDINALS.	
SLL067	TELL HOW OBJECTS ARE SAME AND DIFFERENT.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY II	
SLL068	COMPARE AND CONTRAST.	
SLL069	DEMONSTRATE USE OF ANTONYMS.	
SLL070	DEMONSTRATE USE OF HOMONYMS (MULTIPLE MEANINGS).	
SLL071	DEMONSTRATE USE OF SYNONYMS.	
SLL072	DEMONSTRATE USE OF ANALOGIES.	
SLL073	DEMONSTRATE USE OF CAUSE AND EFFECT.	
SLL074	DEMONSTRATE USE OF TRUE/FALSE QUESTIONS.	
SLL075	DEMONSTRATE USE OF EXCLUSION SKILLS.	
SLL076	DEMONSTRATE USE OF WH- QUESTIONS.	
SLL077	DEMONSTRATE USE OF IDIOMS.	
SLL078	DEMONSTRATE USE OF HUMOR.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SEMANTICS	
SLL089	DEMONSTRATE CORRECT USE OF VOCABULARY/LEXICON.	
SLL090	DEMONSTRATE CORRECT USE OF CATEGORIZING.	
SLL091	DEMONSTRATE CORRECT USE OF COMPARING/CONTRASTING.	
SLL092	DEMONSTRATE CORRECT USE OF HYPOTHESIZING ("IF, THEN").	
SLL093	DEMONSTRATE CORRECT USE OF DEDUCING (CONCLUDING).	
SLL094	DEMONSTRATE CORRECT USE OF SPATIAL CONCEPTS.	
SLL095	DEMONSTRATE CORRECT USE OF TEMPORAL CONCEPTS.	
SLL096	DEMONSTRATE CORRECT USE OF IMPLIED MEANINGS (INFERENCES).	
SLL097	DEMONSTRATE CORRECT USE OF SYNONYMS.	
SLL098	DEMONSTRATE CORRECT USE OF ANTONYMS.	
SLL099	DEMONSTRATE CORRECT USE OF HOMONYMS.	
SLL100	DEMONSTRATE CORRECT USE OF MULTIPLE-MEANING WORDS.	
SLL101	DEMONSTRATE CORRECT USE OF AFFIXES (PREFIXES, SUFFIXES).	
SLL102	DEMONSTRATE CORRECT USE OF IDIOMS/METAPHORS.	
SLL103	DEMONSTRATE CORRECT USE OF PROVERBS.	
SLL104	DEMONSTRATE CORRECT USE OF FAMILIAL RELATIONSHIPS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SEMANTICS	
SLL105	TELL AN APPROPRIATE STORY CONSISTING OF 4 IDEAS USING PICTURES.	
SLL106	TELL A STORY FROM DIFFERENT PERSPECTIVE.	
SLL107	RELATE EXPERIENCES.	
SLL108	RESPOND WITH APPROPRIATE REFERENT WHEN GIVEN A WHO, WHAT, WHERE, OR WHEN QUESTION.	
SLL109	ANTICIPATE THE NEXT LOGICAL STEP OF A SEQUENCE BASED ON A CLASSROOM ACTIVITY, PICTURES, OR SOMETHING HE LIKES TO DO.	
SLL110	STRUCTURE NARRATIVES/SCRIPTS.	
SLL111	DEMONSTRATE CORRECT USE OF LINGUISTIC CONCEPTS, ANY, SOME, EITHER, WITHOUT.	
SLL112	DEMONSTRATE CORRECT USE OF EVALUATING.	
SLL113	DEMONSTRATE CORRECT USE OF ANALYZING/PROBLEM SOLVING.	
SLL114	DEMONSTRATE CORRECT USE OF ANALOGIES.	
SLL115	DEMONSTRATE CORRECT USE OF CAUSE/EFFECT RELATIONSHIPS.	
SLL116	DEMONSTRATE CORRECT USE OF WORD SPECIFICITY/RETRIEVAL.	
SLL117	DEMONSTRATE CORRECT USE OF CIRCUMLOCUTION.	
SLL118	DEMONSTRATE CORRECT USE OF HESITANCY.	
SLL119	DEMONSTRATE CORRECT USE OF TOPIC CONTINUITY.	

CONVERSATION

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
SLL120	DEMONSTRATE APPLICATION OF CONVERSATION RULES FOR SPEAKERS ACROSS A VARIETY OF EVERYDAY COMMUNICATION SITUATIONS.	
SLL121	LIST CONVERSATIONAL RULES AND WHY WE HAVE THEM.	
SLL122	SPEAK USING RELEVANT ORDERLY STATEMENTS IN STRUCTURE.	
SLL123	PARTICIPATE IN CONVERSATION AS SPEAKER AND LISTENER GIVE A SPECIFIC TOPIC.	
SLL124	INITIATE/MAINTAIN CONVERSATIONS THAT SERVE VARIED FUNCTIONS.	
SLL125	APPLY CONVERSATIONAL RULES FOR LISTENING ACROSS A VARIETY OF EVERYDAY COMMUNICATION SITUATIONS.	
SLL126	LIST LISTENER CONVERSATION RULES AND WHY WE HAVE THEM.	
SLL127	RAISE LISTENING TO AN ACTIVE CONSCIOUS ACTIVITY.	
SLL128	USE POSITIVE AND NEGATIVE LISTENER FEEDBACK.	
SLL129	DEMONSTRATE APPLICATION OF MUTUAL SPEAKER-LISTENER RULES ACROSS VARIED COMMUNICATION SITUATIONS.	
SLL130	MAINTAIN A CONVERSATIONAL TOPIC WHEN BOTH SPEAKERS HAVE A PRIMARY OBJECTIVE.	
SLL131	CHANGE TOPIC USING APPROPRIATE SIGNALING DEVICES.	
SLL132	EXPERIENCE TOPIC INTERRUPTIONS AND THEIR EFFECT ON CONVERSATION.	
SLL133	EXPAND RULES OF CONVERSATION TO GROUP DISCUSSIONS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE PROCESSING	
SLL134	PROCESS NOUN PHRASE STRUCTURES-NOUN PLURAL, NOUN POSSESSIVE, MODIFICATION.	
SLL135	PROCESS VERB PHRASE-TENSE STRUCTURES.	
SLL136	PROCESS PREPOSITIONAL PHRASE STRUCTURES.	
SLL137	PROCESS PRONOUN-PERSONAL, DEMONSTRATIVE STRUCTURES.	
SLL138	PROCESS NEGATION STRUCTURES.	
SLL139	PROCESS PASSIVE STRUCTURES	
SLL140	PROCESS WH-INTERROGATIVE STRUCTURES.	
SLL141	PROCESS INDIRECT OBJECT STRUCTURES.	
SLL142	PROCESS RELATIVE CLAUSE STRUCTURES.	
SLL143	PROCESS SEMANTIC CLASS STRUCTURES.	
SLL144	PROCESS VERBAL OPPOSITE STRUCTURES.	
SLL145	PROCESS AGENT-ACTION STRUCTURES.	
SLL146	PROCESS SPATIAL STRUCTURES.	
SLL147	PROCESS TEMPORAL STRUCTURES.	
SLL148	PROCESS SUBORDINATE-SUPERORDINATE STRUCTURES.	
SLL149	PROCESS COORDINATION CONCEPTS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE PROCESSING	
SLL150	PROCESS CONDITIONAL CONCEPTS.	
SLL151	PROCESS EXCLUSION CONCEPTS.	
SLL152	PROCESS INCLUSION CONCEPTS.	
SLL153	PROCESS TEMPORAL CONCEPTS.	
SLL154	PROCESS INSTRUMENTAL CONCEPTS.	
SLL155	PROCESS COMPARATIVE RELATIONSHIP.	
SLL156	PROCESS PASSIVE RELATIONSHIP.	
SLL157	PROCESS SPATIAL RELATIONSHIP.	
SLL158	PROCESS TEMPORAL-SEQUENTIAL RELATIONSHIP.	
SLL159	PROCESS FAMILIAL RELATIONSHIP.	
SLL160	PROCESS ANALOGOUS RELATIONSHIP.	
SLL161	PROCESS IDIOMS AND METAPHORS.	
SLL162	PROCESS PROVERBS.	
SLL163	PROCESS ORAL DIRECTIONS - ONE LEVEL, TWO LEVEL, THREE LEVEL.	
SLL164	PROCESS SPOKEN PARAGRAPHS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE PRODUCTION	
SLL165	PRODUCE WORD SERIES - DAYS OF WEEK, MONTHS OF YEAR.	
SLL166	PRODUCE NAMES ON CONFRONTATION.	
SLL167	PRODUCE WORD ASSOCIATIONS - TELL ITEMS IN CATEGORIES, TELL CATEGORY NAME FOR ITEMS.	
SLL168	PRODUCE MODEL SENTENCES.	
SLL169	PRODUCE SIMPLE SENTENCES.	
SLL170	PRODUCE SIMPLE SENTENCES WITH COMPOUND SUBJECT, VERB OR OBJECT.	
SLL171	PRODUCE SIMPLE SENTENCES WITH PHRASE(S).	
SLL172	PRODUCE COMPOUND SENTENCES.	
SLL173	PRODUCE NEGATIVE SENTENCES-ACTIVE AND PASSIVE.	
SLL174	PRODUCE INTERROGATIVE SENTENCES-ACTIVE AND PASSIVE.	
SLL175	PRODUCE COMPLEX SENTENCES WITH SUBORDINATING CONJUNCTION.	
SLL176	PRODUCE COMPLEX SENTENCES WITH RELATIVE CLAUSES AND/OR EMBEDDING.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMMUNICATIVE COMPETENCE	
SLL177	DEMONSTRATE CORRECT USAGE OF CONTROLLING (COMMANDING, OFFERING, SUGGESTING, PERMITTING, THREATENING, WARNING, PROHIBITING, CONTRACTING, REFUSING, BARGAINING, REJECTING, ACKNOWLEDGING, JUSTIFYING, PERSUADING, ARGUING).	
SLL178	DEMONSTRATE CORRECT USAGE OF FEELING (EXCLAIMING, EXPRESSING A STATE OR AN ATTITUDE, TAUNTING, COMMISERATING, TALETELLING, BLAMING, DISAGREEING, REJECTING).	
SLL179	DEMONSTRATE CORRECT USAGE OF INFORMING (STATING INFORMATION, QUESTIONING, ANSWERING, JUSTIFYING, NAMING, POINTING OUT AN OBJECT, DEMONSTRATING, EXPLAINING, ACKNOWLEDGING).	
SLL180	DEMONSTRATE CORRECT USAGE OF RITUALIZING (GREETING, TAKING LEAVE, PARTICIPATING IN VERBAL GAMES, PARTICIPATING IN CULTURALLY APPROPRIATE SPEECH MODES SUCH AS TEASING, PUNNING, ADAPTING TO LISTENER'S NEEDS, ETC.	
SLL181	DEMONSTRATE CORRECT USAGE OF IMAGINING (ROLE PLAYING, FANTASIZING, SPECULATING, DRAMATIZING, THEORIZING, AND STORYTELLING.	
SLL182	DEMONSTRATE CORRECT USAGE OF MAINTAINING DISCOURSE (OPENING, CLOSING, CHANGING TOPIC, TURN TAKING, REPAIR CONVERSATION, INTERRUPTIONS.	
SLL183	DEMONSTRATE CORRECT USAGE OF NON-VERBAL (PHYSICAL PROXIMITY, PHYSICAL CONTACTS, BODY POSTURE, FOOT/LEG MOVEMENTS, HAND/ARM MOVEMENTS, GESTURES, FACIAL EXPRESSION, EYE GAZE.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	QUESTIONS	
SLL184	RECOGNIZE VARIOUS FUNCTIONS QUESTIONS SERVE.	
SLL185	DISCRIMINATE BETWEEN QUESTIONS THAT ASK AND TELL.	
SLL186	RECOGNIZE FUNCTION OF QUESTIONS IN EVERYDAY SITUATIONS AND RESPOND APPROPRIATELY.	
SLL187	DETERMINE HOW TO ASK THE RIGHT QUESTION AT THE RIGHT TIME.	
SLL188	PHRASE REQUEST QUESTIONS APPROPRIATELY.	
SLL189	PHRASE QUESTIONS TO STRANGERS AND AUTHORITY FIGURES APPROPRIATELY.	
SLL190	PHRASE INFORMATION QUESTIONS APPROPRIATELY.	
SLL191	PHRASE QUESTIONS APPROPRIATELY FOR AN INTERVIEW.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORAL EXPRESSION	
SLL192	USE ATTRIBUTES; SIZE, COLOR, SHAPE, COMPOSITION, FUNCTION, LOCATION, AND CATEGORY.	
SLL193	USE MODIFYING WORDS IN PHRASES AND SENTENCES.	
SLL194	DESCRIBE ACTION.	
SLL195	DESCRIBE FEELINGS AND/OR MOOD.	
SLL196	DESCRIBE LOCATION.	
SLL197	DESCRIBE TIME/SEQUENCES.	
SLL198	TELL PREVIOUS ACTION.	
SLL199	PREDICT OUTCOME.	
SLL200	SEQUENCE.	
SLL201	MAINTAIN TENSE MARKER THROUGHOUT DESCRIPTION.	
SLL202	ASK QUESTIONS FOR CLARIFICATION.	
SLL203	ASK QUESTIONS FOR DIRECTION.	
SLL204	ASK QUESTIONS FOR REPETITION.	
SLL205	ASK QUESTIONS FOR LOCATION.	
SLL206	ASK QUESTIONS FOR UNKNOWN OBJECT OR PERSON.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORAL EXPRESSION	
SLL207	USE SPECIFIC VOCABULARY TO GIVE INSTRUCTIONS: FOLLOWS INSTRUCTIONS FOR BARRIER ACTIVITY.	
SLL208	GIVE INSTRUCTIONS FOR BARRIER ACTIVITY.	
SLL209	GIVE INSTRUCTIONS ON PLAYING A GAME.	
SLL210	GIVE INSTRUCTIONS TO A GIVEN LOCATION.	
SLL211	GIVE DIRECTIONS ON HOW TO CONSTRUCT OBJECTS.	
SLL212	USE TEMPORAL TERMS CORRECTLY (APPROPRIATE TO AGE).	
SLL213	USE RELATIVE CLAUSES (THE ONE THAT. . .).	
SLL214	EXPLAIN RELATIONSHIPS BETWEEN TWO OBJECTS.	
SLL215	TELL OPPOSITES.	
SLL216	TELL SYNONYMS.	
SLL217	TELL STORY FROM MEMORY.	
SLL218	TELL MEANING OF PROVERBS AND IDIOMS.	
SLL219	TELL MEANINGS OF WORDS WITH MULTIPLE DEFINITIONS.	
SLL220	TELL CAUSE AND EFFECT.	
SLL221	COMPLETE ANALOGIES.	

ORAL EXPRESSION

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
SLL222	USE ORGANIZED, FLOWING SENTENCES WITHOUT VERBAL MAZES.	
SLL223	DEMONSTRATE AWARENESS OF DIFFICULTY.	
SLL224	DESCRIBE PICTURES OR OBJECTS.	
SLL225	GIVE INSTRUCTIONS FOR BARRIER ACTIVITY.	
SLL226	RELATE PERSONAL EXPERIENCE.	
SLL227	DETERMINE THE LOGICAL RELATIONSHIPS IN ANALOGIES AND SUPPLIES THE APPROPRIATE MISSING WORDS.	
SLL228	NAME, IN SENTENCE FORMAT, ITEMS THAT CAN BE CLASSIFIED UNDER ONE LABEL.	
SLL229	GROUP WORDS INTO A CATEGORY, AND TELL IN A SENTENCE FORMAT WHY OTHER WORDS DO NOT BELONG.	
SLL230	IDENTIFY RELATIONSHIPS BETWEEN PARTS AND WHOLES, LEARN RELATED VOCABULARY AND FUNCTION CONCEPTS, AND USE THESE NEW SKILLS IN FUNCTIONAL LANGUAGE.	
SLL231	EXHIBIT REASONING SKILLS BY TELLING IN A SENTENCE HOW WORDS ARE ASSOCIATED AND GIVING DIVERGENT AND CONVERGENT RESPONSES VERBALLY.	
SLL232	COMPARE AND CONTRAST CHARACTERISTICS OF ITEMS IN FUNCTIONAL LANGUAGE.	
SLL233	COMBINE AND USE INFORMATION GIVEN TO SOLVE PROBLEMS. THE SOLUTION WILL BE EXPLAINED VERBALLY.	
SLL234	ORDER ITEMS IN A LOGICAL SEQUENCE AND EXPLAIN IN SENTENCE FORM, THE LOGIC OF THE SEQUENCE.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORAL EXPRESSION	
SLL235	EXPRESS A SIMPLE IDEA THROUGH SPECIFIC BODY MOVEMENTS.	
SLL236	IDENTIFY AND UNDERSTAND ADJECTIVES AND USE THEM FOR PRECISION OF MEANING IN FUNCTIONAL LANGUAGE.	
SLL237	UNDERSTAND THE MEANINGS OF ADVERBS AND USES THE WORDS APPROPRIATELY IN FUNCTIONAL LANGUAGE.	
SLL238	IDENTIFY AND UNDERSTAND OPPOSITES AND USES WORDS IN FUNCTIONAL LANGUAGE.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LISTENING SKILLS	
SLL239	DEMONSTRATE SELECTIVE LISTENING.	
SLL240	DEMONSTRATE FOCUS AND FIELD LISTENING RHYMING.	
SLL241	FOLLOW 2, 3, 4 LEVEL COMMANDS (SPATIAL/TEMPORAL/LINGUISTIC).	
SLL242	DEMONSTRATE MEMORY, IMAGERY, REAUDITORIZATION, ETC.	
SLL243	PRODUCE WORDS WITHOUT ABNORMAL DELAY.	
SLL244	DEMONSTRATE CORRECT USAGE OF MAIN IDEAS IN SPOKEN/WRITTEN PARAGRAPHS.	
SLL245	DEMONSTRATE CORRECT USAGE OF DETAILS IN SPOKEN/WRITTEN PARAGRAPHS.	
SLL246	ANSWER ANALYTICAL QUESTIONS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOUND SYMBOL ASSOCIATION	
SLL247	DEMONSTRATE CORRECT USAGE OF SELECTIVE LISTENING.	
SLL248	DEMONSTRATE CORRECT USAGE OF FOCUS AND FIELD LISTENING/RHYMING.	
SLL249	IDENTIFY/LABEL CONSONANTS.	
SLL250	IDENTIFY/LABEL VOWELS.	
SLL251	SEQUENCE PATTERNS/COLOR ENCODING.	
SLL252	ASSOCIATE PHONEME AND GRAPHIC SYMBOLS.	
SLL253	ENCODE PATTERNS, MONOSYLLABLE/MULTISYLLABLE.	
SLL254	DECODE PATTERNS.	
SLL255	GENERALIZE CONCEPTS INTO READING/SPELLING.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FLUENCY I	
SLF001	CONVERSE WITH THE THERAPIST FOR 5 TO 10 MINUTES WITH NO STUTTERED WORDS IN EACH OF THE FOLLOWING PHYSICAL SETTINGS (SOCIAL REINFORCEMENT ONLY):	
SLF002	SPEECH ROOM WITH DOOR OPEN.	
SLF003	IMMEDIATELY OUTSIDE SPEECH ROOM.	
SLF004	DOWN THE HALL FROM THE SPEECH ROOM.	
SLF005	OUTSIDE THE SCHOOL BUILDING.	
SLF006	WALKING AROUND THE SCHOOL BUILDING.	
SLF007	IN DIFFERENT ROOMS IN DIFFERENT BUILDINGS.	
SLF008	SPEAK FOR 5 TO 10 MINUTES WITH NO STUTTERED WORDS WITH EACH OF THE FOLLOWING TYPES OF AUDIENCES:	
SLF009	ONE ADDITIONAL PERSON IN SPEECH ROOM WHO DOES NOT INTERACT.	
SLF010	ONE ADDITIONAL PERSON IN SPEECH ROOM WHO DOES INTERACT.	
SLF011	TWO ADDITIONAL PEOPLE IN SPEECH ROOM WHO DO NOT INTERACT.	
SLF012	TWO ADDITIONAL PEOPLE IN SPEECH ROOM WHO DO INTERACT.	
SLF013	CONTINUE, UP TO 5 PEOPLE.	
SLF014	SPEECH TO GROUP OF 5.	
SLF015	SPEECH TO GROUP OF 10.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FLUENCY I	
SLF016	SPEECH TO GROUP OF 15.	
SLF017	SPEAK FOR 5 TO 10 MINUTES WITH NO STUTTERED WORDS IN AT LEAST 3 DIFFERENT SITUATIONS OF EACH TYPE:	
SLF018	WITH VARIOUS STRANGERS IN DIFFERENT PHYSICAL SETTING WITH THERAPIST CLOSE AT HAND.	
SLF019	WITH VARIOUS STRANGERS IN DIFFERENT PHYSICAL SETTINGS WITH THERAPIST AT A DISTANCE.	
SLF020	WITH VARIOUS STRANGERS IN DIFFERENT SETTINGS WITHOUT THE THERAPIST.	
SLF021	CALL, ANSWER, AND CONVERSE FOR 5 TO 10 MINUTES WITH NO STUTTERED WORDS IN EACH OF THE FOLLOWING TELEPHONE ACTIVITIES:	
SLF022	WITH THERAPIST PRETENDING PHONE IS PRESENT.	
SLF023	USING A FAKE TELEPHONE WITH THE THERAPIST.	
SLF024	USING A REAL TELEPHONE WITH FRIENDS AND/OR RELATIVES.	
SLF025	USING A REAL TELEPHONE WITH STRANGERS.	
SLF026	SPEAK FOR 5 TO 10 MINUTES WITH NO STUTTERED WORDS REPORTED IN AT LEAST 3 OF EACH OF THE FOLLOWING NATURAL ENVIRONMENTAL SITUATIONS (AS APPROPRIATE):	
SLF027	AT SCHOOL, WITH TEACHER AND PEERS, WITH AND WITHOUT THE THERAPIST.	
SLF028	AT HOME, WITH PARENT AND SIBLINGS, WITH AND WITHOUT THE THERAPIST.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FLUENCY I	
SLF029	AT WORK, WITH BOSS AND FELLOW EMPLOYEES, WITH AND WITHOUT THE THERAPIST.	
SLF030	SPEAK FLUENTLY FOR 5 TO 10 MINUTES IN AT LEAST 3 DIFFERENT SITUATIONS WITH AND WITHOUT THE THERAPIST AFTER A 6 WEEK INTERVAL WITH NO DIRECT THERAPY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FLUENCY II	
SLF031	UTILIZE "FLUENT, EASY SPEECH" IN THE FOLLOWING SITUATIONS.	
SLF032	NAMING MONOSYLLABIC WORDS/PICTURES.	
SLF033	NAMING MULTISYLLABIC WORDS/PICTURES.	
SLF034	USING CARRIER PHRASES NAMING MONOSYLLABIC WORDS/PICTURES.	
SLF035	USING CARRIER PHRASES NAMING MULTISYLLABIC WORDS/PICTURES.	
SLF036	UTILIZE "FLUENT/EASY SPEECH" IN THE FOLLOWING SITUATIONS:	
SLF037	PRODUCTION OF SIMPLE SENTENCES IN RESPONSE TO PICTURES/ACTIONS.	
SLF038	STRUCTURED CONVERSATIONS--STORY RETELLING.	
SLF039	CONVERSATIONAL SPEECH - IN SMALL GROUP, IN LARGE GROUP, CLASSROOM AND HOME SITUATIONS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FLUENCY III	
SLF040	DEMONSTRATE CONTINUOUS PHONATION, RATE, AIRFLOW.	
SLF041	COMPLETE 30 MINUTES AT EACH RATE--30WPM, 44, 82, 104.	
SLF042	DEMONSTRATE CHANGING RATE AS EVALUATION ON RECORDING.	
SLF043	DEMONSTRATE VOLITIONAL CONTROL OF CONTINUOUS PHONATION, RATE AND PROSODY.	
SLF044	BE ABLE TO INDEPENDENTLY SELF MONITOR SPEECH AS EVIDENCED BY TAPED SPEECH.	
SLF045	MAKE 3 FIVE-MINUTE CONTRACTS PER DAY OF MONITORED SPEECH.	
SLF046	EXPAND CONTRACTS TO 80% OF DAY.	
SLF047	EXPAND UNMONITORED SPEECH TO 100% OF DAY.	
SLF048	DEVELOP MAINTENANCE SCHEDULE AS AGREED BY STUDENT AND CLINICIAN.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TONGUE THRUST	
SLT001	DEMONSTRATE THE ABILITY TO ESTABLISH AND REINFORCE MUSCLE MOVEMENTS WHICH ARE NECESSARY AS A FOUNDATION FOR A CORRECT SWALLOWING PATTERN.	
SLT002	DEMONSTRATE THE ABILITY TO PUT THE MUSCLE MOVEMENTS IN THE CORRECT SEQUENCE IN ORDER TO COMPLETE THE NEW SWALLOW.	
SLT003	DEMONSTRATE THE ABILITY TO MAKE THE NEW SWALLOWING PATTERN COMPLETELY AUTOMATIC (HABITUATION).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCAL ABUSE	
SLV001	UNDERSTAND NORMAL AND ABNORMAL FUNCTION OF THE LARYNX.	
SLV002	IDENTIFY FORMS OF VOCAL ABUSE.	
SLV003	IDENTIFY AND ORDER SITUATIONS WHERE ABUSE OCCURS.	
SLV004	LEARN TECHNIQUES FOR CONTROLLING ABUSE.	
SLV005	IDENTIFY AND REDUCE HARD GLOTTAL ATTACK.	
SLV006	YAWN/SIGH.	
SLV007	BREATHY ATTACK.	
SLV008	"H" ATTACK: SYLLABLE, WORD, SENTENCE.	
SLV009	RELAXATION.	
SLV010	CONTROL ABUSE:	
SLV011	30 MINUTES PER DAY.	
SLV012	1 HOUR PER DAY.	
SLV013	GRADUALLY INCREASING PERIODS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NASALITY	
SLV014	DEMONSTRATE CORRECT PLACEMENT OF ARTICULATORS FOR ALL PHONEMES IN CONSONANT VOWEL (CV) SYLLABLES PRODUCED IN IMITATION OF THERAPIST WITH NO FACIAL GRIMACING OR DISTORTING.	
SLV015	INDICATE AWARENESS OF VELOPHARYNGEAL MOVEMENT BY RAISING FINGER TO CORRESPOND TO MOVEMENT OF VELUM STIMULATED TACTILELY BY THERAPIST DURING PRODUCTION OF /A/ PHONEME.	
SLV016	USE SPECIAL VOCABULARY APPROPRIATE TO AGE LEVEL TO DESCRIBE MOVEMENT OF VELUM (BACK DOOR) TO MAKE SOME SOUNDS NASAL (M, N, NG) AND OTHERS NOT.	
SLV017	INDICATE ABILITIES TO CONTROL VELAR MOVEMENT BY GOING FROM NASAL (NEGATIVE PRACTICE) TO ORAL PRODUCTIONS OF /A/ TO CORRESPOND TO THERAPIST'S VERBAL QUES.	
SLV018	PRODUCE VCV "WORDS", MOVING SLOWLY FROM MEDIAL CONTINUANT CONSONANTS /W/L/ /R/J/H/, TO MEDIAL STOP CONSONANTS /P/B/T/D/K/G/, WITH BROAD ORAL OPENINGS ON VOWELS AND APPROPRIATE RESONANCE.	
SLV019	PRODUCE SINGLE SYLLABLE WORDS WITH INITIAL FRICATIVE /S/, /Z/, /SH/, /ZH/ AND AFFRICATIVE /CH/ /J/ CONSONANTS.	
SLV020	PRODUCE RAPIDLY ALTERNATING SEQUENCES OF 5 OR MORE CV SYLLABLES HAVING NO NASAL CONSONANTS.	
SLV021	PRODUCE CV SYLLABLES BEGINNING WITH ALTERNATING ORAL AND NASAL CONSONANTS (BE ME BE ME; NO DO NO DO) RAPIDLY, IN GROUPS OF 5 WITH ACCURATE TIMING OF RESONATORY SHIFTS.	
SLV022	PRODUCE STRUCTURED SENTENCES HAVING A MIXTURE OF ORAL AND NASAL CONSONANTS SLOWLY AND WITH POSTURE, BREATH FLOW AND ORAL OPENING SUFFICIENT TO ENCOURAGE NORMAL RESONANCE.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NASALITY	
SLV023	PRODUCE MIXED SENTENCES WITH APPROPRIATE RESONATION IN LESS STRUCTURED SETTINGS WITH THERAPIST/TEACHER/PARENT.	
SLV024	USE APPROPRIATE RESONATION IN SPONTANEOUS CONVERSATION WITH SOMEONE OTHER THAN THE THERAPIST OUTSIDE THE THERAPY ROOM.	

ELEMENTARY

- Visually Handicapped
- Adapted P.E.
- OT/PT
- Life Skills
- Early Childhood
- Elementary

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL HANDICAP	
VH0001	HAVE AVERAGE TO ABOVE AVERAGE ILLUMINATION WHEN DOING INSTRUCTIONAL ACTIVITIES.	
VH0002	HAVE AVERAGE TO BELOW AVERAGE ILLUMINATION WHEN DOING INSTRUCTIONAL ACTIVITIES. GLARE FROM WINDOWS, BRIGHT LIGHT, ETC. SHALL BE AVOIDED DUE TO PHOTOSENSITIVITY.	
VH0003	BE SEATED IN SUCH A MANNER THAT HE/SHE WILL BE ABLE TO SEE THE INSTRUCTOR OR MEDIA PRESENTED.	
VH0004	RECEIVE CLEAR BLACK/WHITE COPIES OF ALL MATERIAL PRESENTED. NO PURPLE DITTOS WILL BE ALLOWED.	
VH0005	RECEIVE CONSULTATIVE ASSISTANCE FROM THE VISION TEACHER.	
VH0006	BE ENCOURAGED TO VISUALLY ATTEND TO THE STIMULUS PRESENTED.	
VH0007	RECEIVE A BLACK/WHITE DESK COPY OF ALL OVERHEAD AND BLACKBOARD MATERIAL.	
VH0008	RECEIVE ADAPTED MATERIALS AS NEEDED AND UPON REQUEST:	
VH0034	THE STUDENT, MATERIALS, AND/OR INSTRUCTOR WILL BE POSITIONED IN SUCH A MANNER THAT THE STUDENT WILL SEE THE INSTRUCTOR OR MEDIA PRESENTED.	
VH0035	THE STUDENT'S TEACHERS WILL FOLLOW THE PROCEDURE FOR GETTING MATERIALS ENLARGED AND PRINTED IN BLACK/WHITE. A COPY OF THE PROCEDURES SHEET WILL BE GIVEN TO THE STUDENT'S TEACHERS AND WILL BE ATTACHED TO THE STUDENT'S I.E.P.	
VH0036	THE STUDENT AND THE TEACHERS WILL RECEIVE CONSULTATIVE ASSISTANCE FROM THE VISION TEACHER.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL HANDICAP	
VH0037	THE TEACHERS WILL RECEIVE CONSULTATIVE ASSISTANCE FROM THE VISION TEACHER.	
VH0038	THE STUDENT'S TEACHERS WILL RECEIVE A SIX WEEKS CHECKLIST TO MONITOR THE STUDENTS PROGRESS, AND WILL RETURN THE CHECKLIST TO THE VISION TEACHER PROMPTLY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EYE HAND COORDINATION	
APE002	TRACK AND CATCH A BALL.	MAP001,MAP002
APE004	TRACK AND ACCURATELY HIT A SUSPENDED BALL.	MAP003,MAP007
APE006	STRIKE A BALL WITH A RACKET.	MAP002,MAP003
APE008	STRIKE A THROWN BALL WITH A BAT.	MAP002,MAP003
APE010	STRIKE A BALL ON A TEE.	MAP003,MAP007
APE012	STRIKE A BALL ON THE FLOOR.	MAP002,MAP007
APE014	PERFORM THE BASIC SKILLS IN HOCKEY/POLO.	MAP002,MAP003
APE016	RELEASE OBJECT ON COMMAND.	MAP003,MAP004
APE018	THROW A LARGE BALL ________FEET WITH DIRECTION.	MAP002,MAP010
APE020	THROW A SMALL BALL OVERHAND WITH DIRECTION.	MAP003,MAP011
APE022	TOSS A SMALL BALL UNDER HAND WITH DIRECTION.	MAP003,MAP011
APE024	THROW AN OBJECT OVERHAND USING A MATURE FORM.	MAP003,MAP004
APE026	TOSS AN OBJECT UNDERHAND USING A MATURE FORM.	MAP003,MAP011
APE028	THROW A BALL AT VARIOUS DISTANCES AND LEVELS.	MAP001,MAP002
APE030	THROW A BALL WITH FORCE.	MAP002,MAP003
APE032	CATCH A LARGE BALL FROM ________FEET.	MAP002,MAP010

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EYE HAND COORDINATION	
APE034	CATCH A LARGE BALL USING ONLY HANDS.	MAP002,MAP010
APE036	CATCH A SMALL BALL USING ONLY HANDS.	MAP003,MAP004
APE038	CATCHES A BALL AFTER IT IS THROWN AGAINST THE WALL AND BOUNCED ONCE.	MAP002,MAP003
APE040	CATCHES A BALL AT VARIOUS DISTANCES AND LEVELS.	MAP002,MAP003
APE042	ROLL A BALL ________FEET.	MAP002,MAP003
APE044	ROLL A BALL ________FEET WITH ACCURACY.	MAP003,MAP011
APE046	BOUNCE AND CATCH A BALL.	MAP002
APE048	DRIBBLE A BALL WHILE STATIONARY ________CONSECUTIVE TIMES.	MAP002
APE050	DRIBBLE A BALL WHILE MOVING ________ CONSECUTIVE TIMES.	MAP002
APE052	DRIBBLE A BALL WHILE MOVING AROUND OBSTACLES.	MAP002,MAP013

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EYE HAND COORDINATION	
APE034	CATCH A LARGE BALL USING ONLY HANDS.	MAP002,MAP010
APE036	CATCH A SMALL BALL USING ONLY HANDS.	MAP003,MAP004
APE038	CATCHES A BALL AFTER IT IS THROWN AGAINST THE WALL AND BOUNCED ONCE.	MAP002,MAP003
APE040	CATCHES A BALL AT VARIOUS DISTANCES AND LEVELS.	MAP002,MAP003
APE042	ROLL A BALL _______FEET.	MAP002,MAP003
APE044	ROLL A BALL _______FEET WITH ACCURACY.	MAP003,MAP011
APE046	BOUNCE AND CATCH A BALL.	MAP002
APE048	DRIBBLE A BALL WHILE STATIONARY _______CONSECUTIVE TIMES.	MAP002
APE050	DRIBBLE A BALL WHILE MOVING _______ CONSECUTIVE TIMES.	MAP002
APE052	DRIBBLE A BALL WHILE MOVING AROUND OBSTACLES.	MAP002,MAP013

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EYE HAND COORDINATION	
APE002	TRACK AND CATCH A BALL.	MAP001,MAP002
APE004	TRACK AND ACCURATELY HIT A SUSPENDED BALL.	MAP003,MAP007
APE006	STRIKE A BALL WITH A RACKET.	MAP002,MAP003
APE008	STRIKE A THROWN BALL WITH A BAT.	MAP002,MAP003
APE010	STRIKE A BALL ON A TEE.	MAP003,MAP007
APE012	STRIKE A BALL ON THE FLOOR.	MAP002,MAP007
APE014	PERFORM THE BASIC SKILLS IN HOCKEY/POLO.	MAP002,MAP003
APE016	RELEASE OBJECT ON COMMAND.	MAP003,MAP004
APE018	THROW A LARGE BALL _______FEET WITH DIRECTION.	MAP002,MAP010
APE020	THROW A SMALL BALL OVERHAND WITH DIRECTION.	MAP003,MAP011
APE022	TOSS A SMALL BALL UNDER HAND WITH DIRECTION.	MAP003,MAP011
APE024	THROW AN OBJECT OVERHAND USING A MATURE FORM.	MAP003,MAP004
APE026	TOSS AN OBJECT UNDERHAND USING A MATURE FORM.	MAP003,MAP011
APE028	THROW A BALL AT VARIOUS DISTANCES AND LEVELS.	MAP001,MAP002
APE030	THROW A BALL WITH FORCE.	MAP002,MAP003
APE032	CATCH A LARGE BALL FROM _______FEET.	MAP002,MAP010

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EYE FOOT COORDINATION	
APE060	KICK A STATIONARY BALL ________ FEET.	MAP002,MAP011
APE062	KICK A STATIONARY BALL ________FEET WITH ACCURACY.	MAP002,MAP011
APE064	KICK A MOVING BALL ________FEET.	MAP002,MAP011
APE066	KICK A MOVING BALL ________FEET WITH ACCURACY.	MAP002,MAP011
APE068	KICK/DRIBBLE A BALL WHILE MOVING AROUND OBSTACLES.	MAP002,MAP013
APE070	KICKS BALL THROUGH AIR FROM A RUNNING START.	MAP001,MAP014
APE072	PERFORM THE BASIC SKILLS IN SOCCER.	MAP002,MAP014
APE074	KICK A BALL WITH FORCE.	MAP002,MAP014

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PHYSICAL FITNESS/CONDITIONING	
APE082	PERFORM ________MODIFIED PUSH-UPS.	MAP016,MAP022
APE084	PERFORM ________PUSH-UPS.	MAP016,MAP022
APE086	PERFORM ________SIT-UPS.	MAP016,MAP022
APE088	PERFORM ________JUMPING JACKS.	MAP016,MAP022
APE090	PERFORM ________WINDMILLS.	MAP016,MAP022
APE092	PERFORM ________TOE TOUCHES.	MAP016,MAP022
APE094	HANGS FROM BAR ________SECONDS.	MAP017
APE096	DEMONSTRATE A MORE APPROPRIATE TECHNIQUE IN RUNNING.	MAP016
APE098	RUN CONTINUOUSLY ________SECONDS/MINUTES.	MAP016
APE100	JUMP INDIVIDUAL ROPE ________CONSECUTIVE TIMES.	MAP016,MAP033
APE102	THROW AND CATCH A MEDICINE BALL ________ TIMES.	MAP010
APE104	OPERATE A BUOY-ROPE ________ CONSECUTIVE TIMES.	MAP018
APE106	PARTICIPATE IN PARACHUTE ACTIVITIES FOR TEACHER ESTABLISHED TIME.	MAP016,MAP019
APE108	PERFORM WEIGHT LIFTING EXERCISES AT TEACHER ESTABLISHED LEVEL.	MAP016,MAP020

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BALANCE	
APE114	STAND HEEL-TO-TOE FOR _______ SECONDS.	MAP022
APE116	STAND ON DOMINANT FOOT FOR _______SECONDS.	MAP022
APE118	STAND ON DOMINANT FOOT WITH EYE CLOSED FOR _______ SECONDS.	MAP022
APE120	STEP UP ONTO A BALANCE BEAM AND MAINTAIN THEIR BALANCE FOR ______ SECONDS.	MAP021
APE122	WALK A BALANCE BEAM SIDEWAYS WITH _______ FALLS.	MAP021
APE124	WALK A BALANCE BEAM FORWARDS WITH _______ FALLS.	MAP021
APE126	WALK A BALANCE BEAM BACKWARDS WITH _______ FALLS.	MAP021
APE128	DISMOUNT FROM BALANCE BEAM WITH A CONTROLLED LANDING.	MAP021
APE130	STOP QUICKLY WITH GOOD BALANCE AFTER MOVING.	MAP022
APE132	MAINTAIN BALANCE ON BALANCE BOARD FOR _______ SECONDS.	MAP023
APE134	MAINTAIN BALANCE ON BALANCE BOARD WHILE PERFORMING TEACHER DIRECTED ACTIVITIES.	MAP002,MAP004 MAP023

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FINE MOTOR SKILLS	
APE144	COLOR SIMPLE PICTURES WITHIN THE LINES.	MAP022,MAP024
APE146	PULL APART POP BEADS AND PUT THEM BACK TOGETHER.	MAP022,MAP025
APE148	PLACE PEGS IN A PATTERN IN A PEGBOARD.	MAP022,MAP026
APE150	STRING ________ BEADS IN ________ SECONDS.	MAP022,MAP027
APE152	SEW THROUGH HOLES IN A SEWING CARD.	MAP022,MAP028
APE154	CUT WITH SCISSORS ALONG PATTERNS.	MAP022,MAP029
APE156	MANIPULATE PLAYING CARDS.	MAP022,MAP030

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LOCOMOTOR SKILLS	
APE162	DEMONSTRATE A MATURE WALKING PATTERN.	
APE164	DEMONSTRATE A MORE APPROPRIATE TECHNIQUE IN RUNNING.	MAP022
APE166	RUN SMOOTHLY AT DIFFERENT SPEEDS.	MAP022
APE168	MOVE WITH AGILITY AND QUICKNESS TO CATCH AS WELL AS EVADE AN OBJECT.	
APE170	JUMP FORWARD ________ FEET.	MAP022,MAP032
APE172	JUMP SIDEWAYS ________ CONSECUTIVE TIMES.	MAP022
APE174	PERFORM A QUADRANT JUMP SUCCESSFULLY.	MAP022
APE176	JUMP A ROPE ________ CONSECUTIVE TIMES.	MAP022,MAP033
APE178	VERTICAL JUMP ________ INCHES.	MAP022,MAP032
APE180	HOP ON DOMINANT FOOT ________ TIMES.	MAP022
APE182	HOPS RYTHMICALLY IN TEACHER DIRECTED PATTERNS.	MAP016,MAP022
APE184	SKIP ________ FEET.	MAP022
APE186	GALLOP ________ FEET.	MAP022
APE188	SLIDE ________ FEET.	MAP022
APE190	LEAP OVER OBJECTS.	MAP021,MAP022

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LIFE-TIME/RECREATION-LEISURE SKILLS	
APE198	RECITE THE RULES FOR PLAYING RECREATIONAL/BOARD GAMES.	MAP034
APE200	DEMONSTRATE SKILLS NECESSARY FOR PLAYING RECREATIONAL/BOARD GAMES.	MAP034
APE202	DEMONSTRATE GOOD SPORTSMANSHIP DURING RECREATIONAL/BOARD GAMES.	MAP034

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	UPPER-BODY ACTIVITIES	
APE210	PERFORM _______ MODIFIED PUSH-UPS.	MAP016,MAP022
APE212	HANGS FROM BAR _______ SECONDS.	MAP017
APE214	THROW AND CATCH A MEDICINE BALL _______ TIMES.	MAP010
APE216	OPERATE A BUOY-ROPE ______ CONSECUTIVE TIMES.	MAP018
APE218	PARTICIPATE IN PARACHUTE ACTIVITIES FOR TEACHER ESTABLISHED TIME.	MAP016,MAP019
APE220	PERFORM WEIGHT LIFTING EXERCISES AT TEACHER ESTABLISHED LEVEL.	MAP016,MAP020
APE224	BLOW UP A _______ INCH BEACH BALL IN _______ SECONDS.	MAP022,MAP035
APE226	PERFORM TEACHER DESIGNATED BREATHING EXERCISES.	MAP022
APE228	PROPEL SELF ON A SCOOTER BOARD _______ FEET.	MAP022,MAP036

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GYM BEHAVIOR	
APE234	SHARE EQUIPMENT WITH OTHERS.	MAP022
APE236	WORK COOPERATIVELY WITH A PARTNER.	MAP022
APE238	LEAD IN ACTIVITIES AS WELL AS FOLLOWS.	MAP022
APE240	RECOGNIZE AND PERFORM VERBALLY DESIGNATED TASKS IN _______ SECONDS.	MAP022
APE242	FOLLOW THE RULES OF A DESIGNATED ACTIVITY.	MAP022
APE244	DEMONSTRATE GOOD SPORTSMANSHIP IN SUCCESS OR FAILURES.	MAP022
APE246	WORK STEADILY AT TEACHER DESIGNATED ACTIVITY FOR _______ MINUTES.	MAP022
APE248	ACCEPT CORRECTION DURING AN ACTIVITY.	MAP022

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SENSORY-PERCEPTUAL	
OPS001	TOLERATE VESTIBULAR STIMULATION FOR ______________.	
OPS003	DEMONSTRATE APPROPRIATE BEHAVIORAL RESPONSE TO VESTIBULAR STIMULATION.	
OPS005	APPROPRIATELY TOLERATE A VARIETY OF TACTILE STIMULI.	
OPS007	INITIATE EXPLORATION OF A VARIETY OF TACTILE STIMULI.	
OPS009	POINT TO AN AREA OF THE BODY THAT HAS BEEN RECENTLY TOUCHED BY ANOTHER.	
OPS011	DEMONSTRATE THE ABILITY TO MATCH OBJECTS THROUGH TACTILE CUES.	
OPS013	CHOOSE THROUGH TACTILE CUES OBJECTS ON REQUEST, FROM A GROUP OF OBJECTS.	
OPS015	IDENTIFY VARIOUS SUBSTANCES THROUGH SMELL AND TASTE CUES.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NEUROMUSCULAR	
OPN001	DISPLAY MAINTENANCE INCREASES OF RANGE OF MOTION IN TRUNK/UPPER EXTREMITIES/LOWER EXTREMITIES.	
OPN003	EXHIBIT NORMALIZATION OF MUSCLE TONE DURING APPROPRIATE THERAPUTIC TECHNIQUES.	
OPN005	EXHIBIT CARRY-OVER OF NORMALIZED MUSCLE TONE FOLLOWING APPROPRIATE THERAPUTIC INTERVENTION.	
OPN007	DEMONSTRATE FUNCTIONAL REFLEX INTEGRATION OF ___________, ___________.	
OPN009	MAINTAIN APPROPRIATE POSITIONING AND BODY ALIGNMENT DURING STRUCTURED ACTIVITY.	
OPN011	EXHIBIT PARACHUTE RESPONSE WHEN GIVEN THE APPROPRIATE STIMULI.	
OPN013	EXHIBIT PROTECTIVE EXTENSION TO FORWARD/SIDES/BACK, WHILE IN ___________ POSITION.	
OPN015	MAINTAIN HEAD IN MIDLINE WHEN GIVEN APPROPRIATE STIMULI.	
OPN017	MOVE HEAD AND TRUNK TO COMPENSATE FOR SUDDEN CHANGE IN BODY POSITION(S).	
OPN019	MAINTAIN BALANCE IN ___________ POSITION(S) WHEN APPROPRIATE STIMULUS IS GIVEN.	
OPN021	DEMONSTRATE THE ABILITY TO WEIGHT SHIFT IN RESPONSE TO APPROPRIATE STIMULUS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROSS MOTOR	
OPG001	ROTATE HIS/HER HEAD, WHILE LYING ON HIS/HER BACK, IN RESPONSE TO STIMULUS.	
OPG003	LIFT HIS/HER HEAD IN "______________" POSITION(S) FOR ______________.	
OPG005	DEMONSTRATE ______________ HEAD LAG WHEN PULLED TO SITTING.	
OPG007	MAINTAIN HIS/HER HEAD IN MIDLINE POSITION.	
OPG009	SIT PROPPED FORWARD ON HANDS, WITH ROUNDED BACK FOR ______________.	
OPG011	DEMONSTRATE APPROPRIATE SPINAL POSTURE IN A SUPPORTED/UNSUPPORTED SITTING POSITION.	
OPG013	WEIGHT BEAR ON ONE ARM TO REACH FOR AN OBJECT, WHILE IN PRONE POSITION.	
OPG015	ASSIST WITH HIS/HER HEAD WHEN PULLED TO SITTING.	
OPG017	ROTATE TO SITTING WITH/WITHOUT ASSISTANCE.	
OPG019	DEMONSTRATE THE ABILITY TO PIVOT IN PRONE POSITION.	
OPG021	ASSUME QUADRUPED POSITION WITH/WITHOUT ASSISTANCE.	
OPG023	ASSUME A SIDE SITTING POSITION TO EITHER SIDE WITH/WITHOUT ASSISTANCE.	
OPG025	ASSUME A HALF-KNEELING/KNEELING POSITION WITH/WITHOUT ASSISTANCE.	
OPG027	DEMONSTRATE THE ABILITY TO COME FROM A SQUATTING POSITION TO A STANDING POSITION, WITHOUT USING HIS/HER HANDS.	
OPG029	MAINTAIN CORRECT BODY ALIGNMENT/POSTURE IN VARIOUS POSITIONS.	

FINE MOTOR

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
OPF005	RESPOND TO LIGHT INTRODUCED INTO A DARK/LIGHTED ROOM.	
OPF010	MOMENTARILY REGARD AN OBJECT IN LINE OF VISION ONLY AS IT MOVES TOWARD MIDLINE, AND WILL TRACK VERY BRIEFLY.	
OPF015	FOLLOW A MOVING OBJECT WITH EYES AND HEAD ON A HORIZONTAL DIAGONAL PATH FROM SIDE OF BODY TO MIDLINE (90 DEGREE ARC). (PRECURSORS TO PREHENSION)	
OPF020	LEAVE HANDS OPEN.	
OPF025	USE FINGERS IN GROSS MOVEMENTS TO GRASP AN OBJECT.	
OPF030	HOLD AN OBJECT FOR ______________.	
OPF035	RELEASE OR DROP OBJECTS FROM GRASP.	
OPF040	DEMONSTRATE A ____________ PREHENSION PATTERN DURING APPROPRIATE FINE MOTOR TASKS.	
OPF045	DEMONSTRATE THE ABILITY TO CROSS HIS/HER MIDLINE DURING APPROPRIATE ACTIVITIES WITH/WITHOUT PROMPTS.	
OPF050	DEMONSTRATE BILATERAL HAND USAGE DURING APPROPRIATE GROSS OR FINE MOTOR TASKS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-CARE SKILLS	
OPC005	TOLERATE TACTILE STIMULATION IN AND AROUND THE ORAL MOTOR MECHANISM.	
OPC010	SWALLOW IN RESPONSE TO APPROPRIATE FACILITATION TECHNIQUES.	
OPC015	EXHIBIT A NORMALIZED GAG REFLEX.	
OPC020	DEMONSTRATE FUNCTIONAL LIP AND JAW CLOSURE WITH ORAL STIMULATION.	
OPC025	DEMONSTRATE NORMALIZATION OF THE BITE REFLEX.	
OPC030	EXHIBIT DECREASED TONGUE THRUSTING.	
OPC035	EXHIBIT TONGUE PROTRACTION/RETRACTION.	
OPC040	EXHIBIT TONGUE ELEVATION/DEPRESSION.	
OPC045	EXHIBIT LATERAL MOVEMENTS OF THE TONGUE.	
OPC050	USE A VERTICAL CHEWING MOTION.	
OPC055	USE A ROTARY CHEWING PATTERN.	
OPC060	USE HIS/HER LIPS TO REMOVE THE FOOD FROM THE SPOON.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	DOMESTIC LIFE SKILLS	
DID001	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF TOILETING SKILLS.	
DID002	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF DRESSING SKILLS.	
DID003	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF GROOMING SKILLS.	
DID004	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF FIRST AID SAFETY.	
DID005	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF APPROPRIATE KNOWLEDGE REGARDING NUTRITION.	
DID006	DEMONSTRATE PROGRESS TOWARD ACQUISITION OF APPROPRIATE WELLNESS SKILLS.	
DID007	DEMONSTRATE PROGRESS TOWARD ACQUISITION OF APPROPRIATE FAMILY LIFE AND SOCIAL INTERACTION DOMESTIC SKILLS.	
DID008	DEMONSTRATE PROGRESS TOWARD ACQUISITION OF APPROPRIATE DOMESTIC HOUSEKEEPING SKILLS.	
DID009	DEMONSTRATE PROGRESS TOWARD ACQUISITION OF APPROPRIATE DOMESTIC CLOTHING CARE SKILLS.	
DID010	DEMONSTRATE PROGRESS TOWARD ACQUISITION OF APPROPRIATE MEAL PREPARATION SKILLS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RECREATION/LEISURE LIFE SKILLS	
DIR001	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS NEEDED FOR PLAYING CARD GAMES.	
DIR002	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS NEEDED FOR PLAYING BOARD GAMES.	
DIR003	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS NEEDED FOR PLAYING GAMES IN GENERAL.	
DIR004	DEMONSTRATE KNOWLEDGE OF SKILLS TO APPROPRIATELY PLAY WITH TOYS.	
DIR005	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS REGARDING ARTS AND CRAFTS.	
DIR006	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS TO CARE FOR PLANTS AND PETS.	
DIR007	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS TO EXERCISE THE BODY.	
DIR008	DEMONSTRATE APPROPRIATE SKILLS FOR PLAYING WITH WATER AND SAND.	
DIR009	DEMONSTRATE APPROPRIATE CONDUCT FOR WATCHING T.V.	
DIR010	DEMONSTRATE APPROPRIATE SKILLS FOR PLAYING A MUSICAL INSTRUMENT.	
DIR011	DEMONSTRATE APPROPRIATE SKILLS FOR QUIET LISTENING.	
DIR012	DEMONSTRATE APPROPRIATE SKILLS FOR READING AND LOOKING.	
DIR013	DEMONSTRATE APPROPRIATE SKILLS FOR COMMUNICATION.	
DIR014	DEMONSTRATE APPROPRIATE SKILLS FOR GIVING AND ATTENDING A PARTY.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RECREATION/LEISURE LIFE SKILLS	
DIR015	DEMONSTRATE APPROPRIATE SKILLS FOR PLAYING OUTDOOR GAMES.	
DIR016	DEMONSTRATE APPROPRIATE SKILLS FOR PLAYING OUTDOOR BALL GAMES.	
DIR017	DEMONSTRATE APPROPRIATE SKILLS FOR RIDING A BIKE.	
DIR018	DEMONSTRATE APPROPRIATE SKILLS FOR PARTICIPATING IN SEASONAL ACTIVITIES.	
DIR019	DEMONSTRATE APPROPRIATE SKILLS FOR PLAYING WITH OUTDOOR TOYS.	
DIR020	DEMONSTRATE APPROPRIATE SKILLS FOR PLAYING ON PARK AND BACKYARD EQUIPMENT.	
DIR021	DEMONSTRATE APPROPRIATE SKILLS FOR PARTICIPATING IN MUSIC CLASS.	
DIR022	DEMONSTRATE APPROPRIATE SKILLS FOR PARTICIPATING IN GYM CLASS.	
DIR023	DEMONSTRATE APPROPRIATE SKILLS FOR PARTICIPATING IN ART CLASS.	
DIR024	DEMONSTRATE APPROPRIATE CONDUCT FOR PARTICIPATING IN SOCIALS AND SOCIAL EVENTS.	
DIR025	DEMONSTRATE APPROPRIATE SKILLS FOR PARTICIPATING ON SCHOOL GROUNDS.	
DIR026	DEMONSTRATE APPROPRIATE SKILLS FOR PARTICIPATING IN THE COMMONS AND SCHOOL CAFETERIA.	
DIR027	DEMONSTRATE APPROPRIATE SKILLS FOR USING THE HALLS AT SCHOOL.	
DIR028	DEMONSTRATE APPROPRIATE SKILLS FOR USING THE SCHOOL STORE.	
DIR029	DEMONSTRATE APPROPRIATE SKILLS FOR PARTICIPATING IN SCHOOL RELATED ACTIVITIES.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RECREATION/LEISURE LIFE SKILLS	
DIR030	DEMONSTRATE APPROPRIATE SKILLS FOR USING COMMUNITY FACILITIES THAT ARE GENERALLY AVAILABLE.	
DIR031	DEMONSTRATE APPROPRIATE SKILLS FOR USING COMMUNITY FACILITIES ON A LIMITED BASIS.	
DIR032	DEMONSTRATE APPROPRIATE SKILLS FOR USING COMMUNITY FACILITIES THAT OFFER SPECIALIZED SERVICES.	

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CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORK ADJUSTMENT-ELEMENTARY/MIDDLE/HIGH	
DIV001	SUSTAIN INTEREST IN WORK (ABILITY TO STAY ON TASK).	
DIV002	DESIRE TO DO WORK CORRECTLY.	
DIV003	COMPLETE ASSIGNED TASKS.	
DIV004	DEMONSTRATE INTEREST AND WILLINGNESS TO LEARN NEW TASKS.	
DIV005	ACCEPT HELP FROM PEERS, CO-WORKERS AND/OR SUPERVISORS.	
DIV006	RESPOND APPROPRIATELY TO CORRECTION FROM PEERS, CO-WORKERS, AND/OR SUPERVISORS.	
DIV007	RESPOND APPROPRIATELY TO CRITICISM FROM PEERS, CO-WORKERS, AND/OR SUPERVISORS.	
DIV008	DEMONSTRATE WILLINGNESS TO DO SAME JOB DAY AFTER DAY/HOUR AFTER HOUR.	
DIV009	FOLLOW SIMPLE VERBAL DIRECTIONS.	
DIV010	FOLLOW SIMPLE PICTORIAL DIRECTIONS.	
DIV011	FOLLOW SIMPLE WRITTEN DIRECTIONS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMMUNITY LIFE SKILLS	
DIC001	DEMONSTRATE KNOWLEDGE OF APPROPRIATE GENERAL SHOPPING SKILLS.	
DIC002	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS REQUIRED IN A GROCERY STORE.	
DIC003	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS REQUIRED IN A DEPARTMENT STORE.	
DIC004	DEMONSTRATE PROGRESS TOWARD APPROPRIATE GENERAL RESTAURANT SKILLS.	
DIC005	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS REQUIRED IN A FAST FOOD RESTAURANT.	
DIC006	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS REQUIRED IN A SIT DOWN RESTAURANT.	
DIC007	DEMONSTRATE PROGRESS TOWARD THE ACQUISITION OF SKILLS REQUIRED IN A SCHOOL CAFETERIA.	
DIC008	DEMONSTRATE KNOWLEDGE OF APPROPRIATE WALKING SKILLS REQUIRED FOR TRANSPORTATION.	
DIC009	DEMONSTRATE KNOWLEDGE OF APPROPRIATE TRANSPORTATION SKILLS REQUIRED FOR RIDING A BUS.	
DIC010	DEMONSTRATE KNOWLEDGE OF APPROPRIATE TRANSPORTATION SKILLS REQUIRED TO RIDE A TAXI.	
DIC011	DEMONSTRATE KNOWLEDGE OF APPROPRIATE USE OF COIN-OPERATED MACHINES.	
DIC012	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS IN CALLING FOR A DOCTOR'S APPOINTMENT AND USING OTHER HEALTH CARE FACILITIES.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMMUNITY LIFE SKILLS	
DIC013	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS IN USING BANK FACILITIES.	
DIC014	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS IN USING POST OFFICE FACILITIES.	
DIC015	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS IN USING BARBER SHOP/BEAUTY SHOP FACILITIES FOR HAIR CARE.	
DIC016	DEMONSTRATE KNOWLEDGE OF APPROPRIATE SKILLS IN USING PUBLIC RESTROOMS AND PERSONAL HYGIENE THEREAFTER.	
DIC017	DEMONSTRATE KNOWLDEGE OF APPROPRIATE SKILLS IN GENERAL PROBLEM SOLVING TASKS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES

AUDITORY

CODE	OBJECTIVE	SUGGESTED RESOURCES
ECC001	BE STARTLED BY LOUD SOUNDS. EC(I)(2)(A)<I>.	
ECC002	BE QUIETED BY A HUMAN VOICE. EC(I)(2)(A)<I>.	
ECC003	RESPOND TO AUDITORY STIMULATION (VOICE, BELL, DRUM). EC(I)(2)(A)<I>.	
ECC004	MOVE DIFFERENT PARTS OF BODY IN RESPONSE TO SOUND (LIMBS, HEAD, EYES). EC(I)(2)(A)<II>.	ECH005,ECH004 ECH027
ECC005	TURN HEAD TOWARD VOICE. EC(I)(2)(A)<II>.	ECH005
ECC006	LOCATE SOUND IN ENVIRONMENT BY LOOKING IN APPROPRIATE DIRECTION. EC(I)(2)(A)<II>.	ECH004
ECC007	STOP ACTIVITY AND RESPOND TO NAME. EC(I)(2)(A)<II>.	
ECC008	RESPOND TO RHYTHM WHEN SONG IS PLAYING. EC(I)(2)(A)<II>.	ECH004,ECH005
ECC009	USE GESTURES AND OTHER MOVEMENTS TO COMMUNICATE. EC(I)(2)(A)<II>.	ECH005
ECC010	PARTICIPATE SUCCESSFULLY IN DIRECTED CREATED MOVEMENT OR GAME ACTIVITY. EC (I)(2)(A)<II>.	ECH005
ECC011	VOCALIZE RANDOMLY. EC(I)(2)<III>.	
ECC012	VOCALIZE WHEN SUNG TO OR TALKED TO. EC(I)(2)(A)<III>.	ECH005
ECC013	COO, GURGLE, LAUGH AND SMILE. EC(I)(2)(A)<III>.	ECH005
ECC014	LAUGH OUT LOUD. EC(I)(2)(A)<III>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AUDITORY	
ECC015	ENJOY BABBLING, USING TONAL INFLECTIONS. EC(I)(2)(A)<IV>.	
ECC016	DISCRIMINATE CHANGES IN FREQUENCY AND PITCH. EC(I)(2)(A)<IV>.	ECH005
ECC017	REPEAT OWN SOUND. EC(I)(2)(A)<IV>.	
ECC018	REPEAT SOUNDS MADE BY OTHERS. EC(I)(2)(A)<IV>.	
ECC019	FORM BISYLLABIC REPETITIONS (MA-MA, BA-BA). EC(I)(2)(A)<IV>.	
ECC020	IMITATE NONSPEECH SOUNDS (CLICK, COUGH). EC(I)(2)(A)<IV>.	
ECC021	IMITATE SYLLABLES. EC(I)(2)(A)<IV>.	
ECC022	REPEAT WORDS MADE BY OTHERS. EC(I)(2)(A)<IV>.	
ECC023	REPEAT NURSERY RHYMES. EC(I)(2)(A)<IV>.	ECH008
ECC024	DISTINGUISH BETWEEN FRIENDLY AND ANGRY VOICES/FACES. EC(I)(2)(A)<V>.	
ECC025	BE FRIGHTENED BY ANGRY VOICES/FACES. EC(I)(2)(A)<V>.	
ECC026	RESPOND APPROPRIATELY TO AFFECTIONATE AND SCOLDING TONES. EC(I)(2)(A)<V>.	
ECC027	RETAIN AUDITORY IMAGES. EC(I)(2)(A)<V>.	ECH005,ECH004
ECC028	DISCRIMINATE BETWEEN UNRELATED SOUNDS (CRUMPLING PAPER, SNEEZING, TAPPING A PENCIL, CLAPPING). EC(I)(2)(A)<V>.	
ECC029	RECOGNIZE NON-VERBAL AUDITORY PATTERNS (CLAPPING, SNAPPING). EC(I)(2)(A)<V>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AUDITORY	
ECC030	TURN HEAD IN DIRECTION OF PERSON NAMED. EC(I)(2)(A)<V>.	
ECC031	TURN HEAD IN DIRECTION OF OBJECT NAMED. EC(I)(2)(A)<V>.	
ECC032	IDENTIFY COMMON SOUNDS. EC(I)(2)(A)<V>.	ECH005
ECC033	IDENTIFY MINIMAL DIFFERENCES IN SPOKEN WORDS (HAT, CAT, BAT). EC(I)(2)(A)<V>.	ECH005,ECH006
ECC034	MAKE NONSENSE RHYMES. EC(I)(2)(A)<V>.	ECH008
ECC035	PRODUCE DIFFERENT PHONETIC SOUNDS. EC(I)(2)(A)<V>.	ECH006
ECC036	DIFFERENTIATE CUES FOR HUNGER, PAIN, DISCOMFORT. EC(I)(2)(A)<VI>.	
ECC037	VOCALIZE EMOTIONS, INTONATION PATTERNS. EC(I)(2)(A)<VI>.	
ECC038	PRODUCE SINGLE AND BI-SYLLABLE SOUNDS TO MEET SPECIFIC NEEDS (WA-WA-WATER, CA-CA-CRACKER). EC(I)(2)(A)<VI>.	
ECC039	REPEAT SOUNDS FOR ADULTS TO RECEIVE RECOGNITION. EC(I)(2)(A)<VI>.	
ECC040	EXPRESSES WISHES IN SENTENCE FORM. EC(I)(2)(A)<VI>.	
ECC041	USE APPROPRIATE EMOTIONAL RELATED TONES TO FULFILL DESIRES. EC(I)(2)(A)<VI>.	
ECC042	PERFORM ON VERBAL CUE ALONE. EC(I)(2)(A)<VII>.	
ECC043	USE GESTURES (WAVES BYE-BYE, SHAKES HEAD - "NO"). EC(I)(2)(A)<VII>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AUDITORY	
ECC044	IMITATE MOTOR MOVEMENT (PEEK-A-BOO, PAT-A-CAKE). EC(I)(2)(A)<VII>.	ECH027,TMT000
ECC045	INHIBIT ACTIVITY IN RESPONSE TO "NO". EC(I)(2)(A)<VII>.	
ECC046	FOLLOW TASK RELATED DIRECTIONS (ONE PART DIRECTION, TWO PART DIRECTION, ETC.). EC(I)(2)(A)<VII>.	
ECC047	FOLLOW DIRECTIONS FROM A RECORD. EC(I)(2)(A)<VII>.	ECH005
ECC048	POINT TO OBJECT ON VERBAL REQUEST. EC(I)(2)(A)<VII>.	NON018,TMT000
ECC049	LOOKS AT FAMILIAR OBJECTS OR PERSONS WHEN NAMED. EC(I)(2)(A)<VIII>.	NON018,TMT000
ECC050	KNOW OWN NAME. EC(I)(2)(A)<VIII>.	
ECC051	USE JARGON MAKING INFLECTED FLOWS OF CONNECTED SOUNDS. EC(I)(2)(A)<VIII>.	
ECC052	DISCRIMINATE AMONG WORDS LEARNED THAT WORDS ARE SYMBOLS FOR OBJECTS. EC(I)(2)(A)<VIII>.	NON018,TMT000
ECC053	BLEND SOUNDS. EC(I)(2)(A)<VIII>.	
ECC054	PRODUCE UPON REQUEST SPECIFIC FAMILIAR SOUNDS SUCH AS ANIMAL, HORN, ETC. EC(I)(2)(A)<VIII>.	ECH004,NON018
ECC055	EXPRESS DIFFERENCES AMONG SOUNDS SUCH AS MUSIC, VOICE, ANIMALS, AND MACHINERY. EC(I)(2)(A)<VIII>.	ECH005,ECH027
ECC056	POINT TO OBJECT ASKING FOR ADULT RECOGNITION BY USING SINGLE SYLLABLE SOUNDS (SEE--DOGGIE, LOOK--COW). EC(I)(2)(A)<VIII>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AUDITORY	
ECC057	BLENDS SYLLABLES. EC(I)(2)(A)<VIII>.	
ECC058	REPEAT TWO DIGITS SUCCESSFULLY. EC(I)(2)(A)<VIII>.	TMT000
ECC059	REPEAT THREE DIGITS SUCCESSFULLY. EC(I)(2)(A)<VIII>.	TMT000
ECC060	ORGANIZE WORDS INTO SIMPLE SENTENCES. EC(I)(2)(A)<VIII>.	
ECC061	EXPRESS THOUGHTS SUCCESSFULLY BY USING COMPLETE SENTENCES. EC(I)(2)(A)<VIII>.	
ECC062	BE AWARE OF DISTINCTIVE SPEECH SOUNDS IN INITIAL POSITION (BEGINNING SOUNDS). EC(I)(2)(A)<VIII>.	
ECC063	BE AWARE OF DISTINCTIVE SPEECH SOUNDS IN FINAL POSITION (ENDING POSITION). EC(I)(2)(A)<VIII>.	
ECC064	BE AWARE OF DISTINCTIVE SPEECH SOUNDS IN MEDIAL POSITION (VOWELS). EC(I)(2)(A)<VIII>.	
ECC065	MATCH AUDITORY SYMBOLS (SOUNDS, SPOKEN WORDS) TO PICTURES. EC(I)(2)(A)<VIII>.	ECH008,ECH027

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL	
ECC066	FOLLOW MOVING OBJECTS HORIZONTALLY/VERTICALLY. EC(I)(2)(B)<I>.	ECH046,ECH027
ECC067	FOLLOW MOVING OBJECTS THROUGH MOST OF A CIRCULAR PATH. EC(I)(2)(B)<I>.	ECH046,ECH027
ECC068	CONTINUE TO TRACK A MOVING OBJECT AFTER IT HAS STOPPED. EC(I)(2)(B)<I>.	ECH046,ECH027
ECC069	RESPOND TO DIFFERENT LIGHT INTENSITIES. EC(I)(2)(B)<I>.	ECH046
ECC070	FOLLOW OBJECTS WITH EYES WITHOUT MOVING HEAD. EC(I)(2)(B)<I>.	ECH046,TMT000
ECC071	FOCUS MOMENTARILY ON FACE OR SOFT LIGHT. EC(I)(2)(B)<II>.	ECH046
ECC072	STUDY OBJECTS WITH INTENT. EC(I)(2)(B)<II>.	ECH046,NON018
ECC073	SCAN VISUALLY FROM ONE OBJECT TO ANOTHER. EC(I)(2)(B)<II>.	ECH046,NON018
ECC074	DISCRIMINATE AMONG FACES. EC(I)(2)(B)<III>.	ECH046,ECH008
ECC075	BEGIN TO REACT TO STRANGERS. EC(I)(2)(B)<III>.	
ECC076	BE AWARE OF NEW STIMULI IN ENVIRONMENT. EC(I)(2)(B)<III>.	ECH046,ECH027
ECC077	POINT TO FAMILIAR OBJECTS. EC(I)(2)(B)<III>.	NON018,TMT000
ECC078	DEMONSTRATE A RECOGNITION BY RESPONDING TO FAMILIAR OBJECTS. EC(I)(2)(B) <III>.	NON018,TMT000
ECC080	NAME OBJECTS OF FAMILIARITY. EC(I)(2)(B)<III>.	NON018,TMT000
ECC081	REACH FOR DANGLING OBJECT. EC(I)(2)(B)<IV>.	NON018,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL	
ECC082	EXTEND HANDS IN RAKING MOTION. EC(I)(2)(B)<IV>.	NON018,ECH027
ECC083	USE RADIAL PALMAR PREHENSION (THUMB AND TWO FINGERS). EC(I)(2)(B)<IV>.	NON018,ECH089
ECC084	GRASP OBJECTS. EC(I)(2)(B)<IV>.	NON018,TMT000
ECC085	GROUP IDENTICAL OBJECTS. EC(I)(2)(B)<V>.	NON018,TMT000
ECC086	POINT TO OBJECT THAT DOES NOT BELONG. EC(I)(2)(B)<V>.	NON018,TMT000
ECC087	GROUP OBJECTS BY USE. EC(I)(2)(B)<V>.	NON018,TMT000
ECC088	REACT TO THE DISAPPEARANCE OF THE HUMAN FACE. EC(I)(2)(B)<VI>.	ECH046
ECC089	REACH FOR VANISHING OBJECT. EC(I)(2)(B)<VI>.	ECH046,NON018
ECC090	FIND AN OBJECT THAT IS PARTIALLY COVERED. EC(I)(2)(B)<VI>.	NON018,TMT000
ECC091	FIND AN OBJECT WHICH IS COMPLETELY COVERED. EC(I)(2)(B)<VI>.	NON018,TMT000
ECC092	IMITATE FACIAL MOVEMENTS. EC (I)(2)(B)<VI>.	ECH027
ECC093	RECALL NAME OF MISSING OBJECT FROM AMONG MANY. EC (I)(2)(B)<VI>.	NON018,TMT000
ECC094	DEMONSTRATE A RECOGNITION OF A FAMILIAR OBJECT OR PERSON AFTER RECEIVING A DESCRIPTION. EC(I)(2)(B)<VI>.	ECH008,TMT000
ECC095	FIND AN OBJECT WHICH IS THE SAME. EC(I)(2)(B)<VII>.	NON018
ECC096	POINT TO THE OBJECT THAT IS DIFFERENT. EC(I)(2)(B)<VII>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL	
ECC097	SORT OBJECTS WHICH VARY IN SHAPE, SIZE, AND COLOR. EC(I)(2)(B)<VII>.	NON018
ECC098	LOCATE A SPECIFIC OBJECT REPEATEDLY FROM AN ARRAY OF UNRELATED OBJECTS. EC(I)(2)(B)<VII>.	NON018
ECC099	IDENTIFY ALL LIKE OBJECTS FROM A MIXTURE OF MANY OBJECTS, EACH REPEATED SEVERAL TIMES IN THE COLLECTION. EC(I)(2)(B)<VII>.	NON018
ECC100	IDENTIFY OBJECTS BY MULTIPLE CHARACTERISTICS (COLOR, SIZE, SHAPE) FROM A COLLECTION OF MANY OBJECTS. EC(I)(2)(B)<VII>.	NON018
ECC101	PLACE ROUND FORM IN FORMBOARD (THREE PIECES PRESENTED). EC(I)(2)(B)<VIII>.	NON018
ECC102	COMPLETE THREE PIECE FORMBOARD. EC(I)(2)(B)<VIII>.	NON018
ECC103	TRACK BETWEEN TWO PARALLEL LINES WITH FINGER. EC(I)(2)(B)<VIII>.	TMT000
ECC104	TRACK BETWEEN TWO PARELLEL LINES WITH PENCIL. EC(I)(2)(B)<VIII>.	TMT000,NON018
ECC105	FORM A PATTERN OF TWO REPEATEDLY (BLUE-YELLOW, BLUE-YELLOW, BLUE-YELLOW). EC(I)(2)(B)<VIII>.	NON018
ECC106	PLACE PICTURES IN SEQUENCE IN A STORY OF THREE OR MORE EVENTS. EC(I)(2)(B)<VIII>.	ECH001
ECC107	POSITION REPEATEDLY A PICTURE ON THE SAME LOCATION OF THE PAPER WHEN DRAWING. EC(I)(2)(B)<VIII>.	NON018
ECC108	PLACE GRADUATED RINGS IN PROPER SEQUENCE OVER INVERTED RING. EC(I)(2)(B)<VIII>.	NON018

VISUAL

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECC109	DRAW WITHIN ANGLED AND CURVED PATH. EC(I)(2)(B)<VIII>.	TMT000
ECC110	COMPLETES EIGHT PIECE FORMBOARD. EC(I)(2)(B)<VIII>.	NON018
ECC111	FORM A PATTERN OF THREE OR MORE ITEMS REPEATEDLY. EC(I)(2)(B)<VIII>.	NON018
ECC112	PLACE OBJECTS OR PICTURES IN SPECIFIC ORDER BY SINGLE CHARACTERISTIC. EC(I)(2)(B)<VIII>.	ECH001,NON018
ECC113	LINE UP OBJECTS IN A LOGICAL ORDER. EC(I)(2)(B)<VIII>.	NON018
ECC114	PRINT LETTERS, NUMERALS AND SIMPLE WORDS. EC(I)(2)(B)<VIII>.	NON018,TMT000
ECC115	POINT TO BIGGER, SMALLER, SHORTER, TALLER. EC(I)(2)(B)<VIII>.	NON018
ECC116	MATCH TWO SETS OF OBJECTS BY COLOR. EC(I)(2)(B)<IX>.	NON018
ECC117	PREDICT MOVEMENT OUTCOMES. EC(I)(2)(B)<VIII>.	ECH028,NON018
ECC118	MATCH TWO SETS OF OBJECTS BY COLOR. EC(I)(2)(B)<IX>.	NON018
ECC119	MATCH TWO SETS OF OBJECTS BY ITEM. EC(I)(2)(B)<IX>.	NON018
ECC120	COLOR A PICTURE. EC(I)(2)(B)<IX>.	NON018
ECC121	IMITATE DRAWING A SQUARE. EC(I)(2)(B)<IX>.	NON018,TMT000
ECC122	COPY CIRCLES AND HORIZONTAL LINES. EC(I)(2)(B)<IX>.	NON018,TMT000
ECC123	DRAW A PERSON WITH THREE PARTS. EC(I)(2)(B)<IX>.	NON018,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL	
ECC124	TIE A KNOT. EC(I)(2)(B)<IX>.	ECH088,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TACTILE	
ECC125	QUIET WHEN PICKED UP. EC(I)(2)(C)<I>.	
ECC126	RELAX WHEN SPONTANEOUSLY TOUCHED. EC(I)(2)(C)<I>.	
ECC127	ENJOY HUGGING AND BEING HUGGED. EC(I)(2)(C)<I>.	
ECC128	REACT TO AGGRESSIVE HANDLING. EC(I)(2)(C)<I>.	
ECC129	ENGAGE TACTILE EXPERIENCES IN PLAY TO INCLUDE ROLE PLAY. EC(I)(2)(C)<I>.	
ECC130	MOUTH BODY PARTS. EC(I)(2)(C)<II>.	
ECC131	MOUTH OBJECTS. EC(I)(2)(C)<II>.	NON018
ECC132	SEEK OUT THUMB OR PACIFIER. EC(I)(2)(C)<II>.	ECH089
ECC133	GUM OR MOUTH PUREED FOOD. EC(I)(2)(C)<II>.	ECH089
ECC134	EXPLORE FOOD WITH TONGUE. EC(I)(2)(C)<II>.	ECH089
ECC135	BRING HANDS TO MOUTH. EC(I)(2)(C)<III>.	ECH089
ECC136	FINGER OWN HANDS IN PLAY AT MID-LINE. EC(I)(2)(C)<III>.	
ECC137	CLENCH FIST ON CONTACT. EC(I)(2)(C)<III>.	NON018
ECC138	ENJOY BACK, FEET AND HAND RUBS. EC(I)(2)(C)<III>.	ECH027
ECC139	ENGAGE IN SPONTANEOUS CLAPPING AND HAND GAMES. EC(I)(2)(C)<III>.	
ECC140	ENGAGE IN BODY-ORIENTED FINGER PLAYS. EC(I)(2)(C)<III>.	ECH008

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TACTILE	
ECC141	RESPOND TO TEMPERATURE CHANGES IN THE ENVIRONMENT. EC(I)(2)(C)<IV>.	ECH027
ECC142	PREFER ONE TEXTURE OF FOOD OVER ANOTHER. EC(I)(2)(C)<IV>.	ECH089
ECC143	RUB FAMILIAR OBJECTS FOR TEXTURE SECURITY. EC(I)(2)(C)<IV>.	ECH027
ECC144	REMOVE HANDS FROM OBJECTS OF EXTREME TEMPERATURE (HOT AND COLD) AND TEXTURES (BURRS, BROKEN GLASS). EC(I)(2)(C)<IV>.	ECH027
ECC145	RESPOND TO TACTILE PLEASURES AND DISCOMFORTS. EC(I)(2)(C)<IV>.	ECH027
ECC146	REACH FOR, GRASP, AND INSPECT OBJECTS EC(I)(2)(C)<V>.	NON018
ECC147	TOUCH NEW THINGS IN THE ENVIRONMENT. EC(I)(2)(C)<V>.	ECH027,NON018
ECC148	EXPLORE STANDARD TACTILE MATERIALS REPEATEDLY (SAND, WATER, FINGERPAINT). EC(I)(2)(C)<V>.	ECH027
ECC149	CRUMBLE TISSUE PAPER. EC(I)(2)(B)<V>.	ECH027
ECC150	DISCRIMINATE BETWEEN ACCEPTABLE AND DANGEROUS MATERIALS. EC(I)(2)(B)<V>.	
ECC151	SHAKE RATTLE. EC(I)(2)(C)<VI>.	NON018
ECC152	RETAIN OBJECTS WHEN PLACED IN EACH HAND. EC(I)(2)(C)<VI>.	NON018
ECC153	EXPLORE OBJECTS FOR TACTILE VALUES. EC(I)(2)(C)<VI>.	NON018
ECC154	ENJOY RUBBING TEXTURES OVER BODY. EC(I)(2)(C)<VI>.	ECH027
ECC155	SQUEEZE DOLL TO MAKE IT SQUEAK. EC(I)(2)(C)<VI>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TACTILE	
ECC156	DRESS AND UNDRESS DOLL. EC(I)(2)(C)<VI>.	NON018
ECC157	UNWRAP SMALL OBJECTS. EC(I)(2)(C)<VII>.	NON018,TMT000
ECC158	NAME FAMILIR OBJECTS THROUGH TACTILE RECOGNITION. EC(I)(2)(C)<VII>.	ECH027,NON018
ECC159	MATCH FOUR SHAPES (CIRCLE, SQUARE, STAR, CROSS). EC(I)(2)(C)<VII>.	ECH046,NON018
ECC160	MATCH FORMS AND OBJECTS VISUALLY AND TACTUALLY. EC(I)(2)(C)<VII>.	NON018,TMT000
ECC161	MATCH FORMS TACTUALLY WHICH DIFFER TOPOLOGICALLY TO A VISUAL MODEL. EC(I)(2)(C)<VII>.	ECH027,ECH046

KINESTHETIC

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECC162	EXTEND HANDS IN RAKING MOTION. EC(I)(2)(D)<I>.	NON018,TMT000
ECC163	REPEAT RANDOM MOVEMENTS. EC(I)(2)(D)<I>.	
ECC164	BANG TWO BLOCKS OR OBJECTS TOGETHER. EC(I)(2)(D)<I>.	NON018,TMT000
ECC165	GRASP INTENTIONALLY. EC(I)(2)(D)<I>.	NON018,TMT000
ECC166	TRANSFER TOY FROM HAND TO HAND. EC(I)(2)(D)<I>.	NON018,TMT000
ECC167	USE BODY PARTS TOGETHER. EC(I)(2)(D)<I>.	NON018,TMT000
ECC168	PRACTICE SPECIFIC MOVEMENTS. EC(I)(2)(D)<I>.	ECH046
ECC169	LEARN TO MAINTAIN BALANCE WHILE IN VARIOUS POSITIONS. EC(I)(2)(D)(I).	ECH026,TMT000
ECC170	TURN PAGES OF CARDBOARD BOOK. EC(I)(2)(D)(I).	ECH008,TMT000
ECC171	HOLD CRAYON WITH FINGERS. EC(I)(2)(D)(I).	NON018
ECC172	HOLD MARKER OR PENCIL WITH FINGERS. EC(I)(2)(D)(I).	NON018
ECC173	SCRIBBLE SPONTANEOUSLY. EC(I)(2)(D)(II).	NON018
ECC174	MARK ON PAPER WITH CRAYON. EC(I)(2)(D)(II).	NON018
ECC175	START TO IMITATE SCRIBBLE (HOLD CRAYON TO PAPER). EC(I)(2)(D)(II).	NON018,TMT000
ECC176	ENGAGE IN HAND GAMES AND SPONTANEOUS CLAPPING. EC(I)(2)(D)(III).	ECH027,TMT000
ECC177	ISOLATE MOVEMENT OF THUMB. EC(I)(2)(D)(III).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	KINESTHETIC	
ECC178	ISOLATE FINGER MOVEMENTS. EC(I)(2)(D)(III).	NON018
ECC179	COMPLETE PUZZLE WITH KNOBS. EC(I)(2)(D)(III).	NON018
ECC180	DRAW VERTICAL, HORIZONTAL AND CIRCLE LINES. EC(I)(2)(D)(III).	NON018,TMT000
ECC181	CUT PAPER WITH SCISSORS. EC(I)(2)(D)(III).	NON018
ECC182	CUT FOLLOWING A LINE. EC(I)(2)(D)(III).	NON018,TMT000
ECC183	EMPLOY MOBILITY SKILLS TO EXPLORE ENVIRONMENT. (BEGINS WITH ROLL AND WORKS THROUGH TO WALK AND RUN). EC(I)(2)(D)(III).	
ECC184	REFINE EYE-HAND MOTOR SKILLS. EC(I)(2)(D)(III).	NON018,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ENVIRONMENT	
ECC277	BE AWARE OF SENSES. EC(I)(1)(C)(I).	ECH000,ECH001
ECC278	LOOK AT PICTURES IN BOOK. EC(I)(1)(C)(I).	ECH008,ECH000
ECC279	REACT TO NOVEL FEATURES OF AN OBJECT. EC(I)(1)(C)(I).	NON018
ECC280	FOLLOW OBJECT PAST MIDLINE VISUALLY. EC(I)(1)(C)(I).	ECH027,NON018
ECC281	FOLLOW LIGHT WITH EYES, TURNING HEAD. EC(I)(1)(C)(I).	ECH027
ECC282	EXPLORE OBJECTS TACTUALLY. EC(I)(1)(C)(I).	ECH027,NON018
ECC283	ALERT TO AUDITORY STIMULI. EC(I)(1)(C)(I).	ECH006,ECH001
ECC284	TASTE NEW FOODS. EC(I)(1)(C)(I).	ECH089
ECC285	NAME BITTER, SALTY, SWEET AND SOUR. EC(I)(1)(C)(I).	ECH089
ECC286	TELL NUMBER OF OBJECTS IN A GIVEN SET BY TOUCH OR SIGHT, WITHOUT COUNTING. EC(I)(1)(C)(I).	ECH008,NON018 ECH001
ECC287	DESCRIBE OBJECTS IN TERMS THAT ARE SENSORILY ACCURATE (PLATE IS ROUND AND FLAT, SNOW IS WET AND COLD). EC(I)(1)(C)(I).	NON018,ECH002 ECH000
ECC288	TELL IF SMELL IS SWEET OR PUNGENT TO HIS NOSE. EC(I)(1)(C)(I).	ECH027,ECH008
ECC289	DANGLE A TOY. EC(I)(1)(C)(II).	NON018
ECC290	REACH, GRASP AND PUT CUBE IN MOUTH. EC(I)(1)(C)(II).	NON018
ECC291	FIND PARTIALLY HIDDEN OBJECT. EC(I)(1)(C)(II).	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ENVIRONMENT	
ECC292	PULL CLOTH TO REACH OBJECT. EC(I)(1)(C)(II).	NON018
ECC293	SQUEEZE DOLL TO MAKE IT SQUEAK. EC(I)(1)(C)(II).	NON018
ECC294	TURN PAGES OF BOOK. EC(I)(1)(C)(II).	ECH008
ECC295	CRY DIFFERENTLY FOR DISCOMFORTS (HUNGRY, WET, TIRED). EC(I)(1)(C)(III).	
ECC296	IDENTIFY DIFFERENCE BETWEEN FAMILIAR ANIMALS' SOUNDS. EC(I)(1)(C)(III).	ECH006,ECH005
ECC297	ORDER BLOCKS FROM LITTLE TO BIG. EC(I)(1)(C)(IV).	NON018,ECH000
ECC298	ORDER BLOCKS FROM BIG TO LITTLE. EC(I)(1)(C)(IV).	NON018,ECH000
ECC299	STACK 2 BLOCKS. EC(I)(1)(C)(V).	NON018
ECC300	STACK 5 GRADUATED RINGS OF A PEG IN ORDER. EC(I)(1)(C)(V).	NON018
ECC301	STACK NESTING BLOCKS IN GRADUATED SEQUENCE. EC(I)(1)(C)(V).	NON018
ECC302	STRING 4 LARGE BEADS. EC(I)(1)(C)(V).	NON018
ECC303	IDENTIFY OBJECTS BY THEIR USE (CAR, PENNY, BOTTLE). EC(I)(1)(C)(VI).	ECH008,ECH001
ECC304	POINT TO PICTURE OF COMMON OBJECTS DESCRIBED BY ITS USE. EC(I)(1)(C)(VI).	ECH001,ECH000
ECC305	IDENTIFY DIFFERENCES BETWEEN OBJECTS AND THEIR USE. EC(I)(1)(C)(VI).	ECH000,ECH001
ECC306	IDENTIFY COLORS BY NAME. EC(I)(1)(C)(VI).	ECH046,ECH001
ECC307	TELL WHETHER PICTURES ARE THE SAME OR DIFFERENT. EC(I)(1)(C)(VI).	ECH008,ECH001

ENVIRONMENT

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECC308	NAME ACTION PICTURES. EC(I)(1)(C)(VI).	ECH001,ECH000
ECC309	IDENTIFY COLOR WITH OBJECT. EC(I)(1)(C)(VI).	ECH046,NON018
ECC310	FIND A PAIR OF OBJECTS OR PICTURES ON REQUEST. EC(I)(1)(C)(VI).	ECH008,ECH001
ECC311	NAME POSITION OF OBJECTS: 1ST, 2ND, 3RD. EC(I)(1)(C)(IV).	ECH008,NON018
ECC312	DESCRIBE WHERE THINGS COME FROM AND/OR THE PROCESS THEY GO THROUGH (MILK, WOOL, EGGS). EC(I)(1)(C)(VI).	ECH008,ECH000
ECC313	DETERMINE LOCATION OF HIDDEN OBJECT, SINGLE DISPLACEMENTS. EC(I)(1)(C)(VII).	ECH046,ECH000
ECC314	DETERMINE LOCATION OF HIDDEN OBJECT, MULTIPLE DISPLACEMENTS. EC(I)(1)(C)(VII).	ECH046,ECH000
ECC315	DRAW CONCLUSION OF ANTICIPATORY OUTCOME (JACK-IN-THE-BOX, LIGHT SWITCH). EC(I)(1)(C)(VII).	NON018,MBE010
ECC316	RECOGNIZE ORDER OF EVENTS IN A STORY. EC(I)(1)(C)(VIII).	ECH008,ECH005
ECC317	TELL ABOUT IMMEDIATE EXPERIENCES. EC(I)(1)(C)(VIII).	ECH000,MBE010
ECC318	EXPRESS FUTURE OCCURRENCES WITH "GOING TO, HAVE TO AND WILL". EC(I)(1)(C)(VIII).	ECH008,ECH000
ECC319	TELL TWO EVENTS IN ORDER OF OCCURENCE. EC(I)(1)(C)(VIII).	ECH008,ECH000
ECC320	RETELL EVENTS IN PROPER SEQUENCE AFTER LISTENING TO A SHORT STORY. EC(I)(1)(C)(VIII).	ECH005,ECH008

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ENVIRONMENT	
ECC321	RETELL SHORT STORIES. EC(I)(1)(C)(VIII).	ECH008,ECH000
ECC322	TELL FAMILIAR STORIES WITHOUT PICTURES FOR CUES. EC(I)(1)(C)(VIII).	ECH008,ECH000
ECC323	USE MORNING, AFTERNOON AND NIGHT APPROPRIATELY. EC(I)(1)(C)(VIII).	ECH001,ECH000
ECC324	TELL WHAT HAPPENS NEXT, FIRST, LAST, AFTER AND WHEN FINISHED. EC(I)(1)(C)(VIII).	ECH008,ECH000

TIME

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECC325	DEVELOP HUNGER DURING USUAL FEEDING TIMES. EC(I)(1)(D)(I).	ECH000,MBE010
ECC326	LEARN TO SLEEP AT NIGHT. EC(I)(1)(D)(I).	ECH000
ECC327	UNDERSTAND SPECIFIC TIMES OF THE DAY (I.E. MEAL TIME, NAP TIME, BED TIME). EC(I)(1)(D)(I).	ECH000,MBE010
ECC328	UNDERSTAND DIFFERENCE BETWEEN BREAKFAST, LUNCH AND DINNER. EC(I)(1)(D)(I).	ECH000
ECC329	BEGIN TO TELL OWN CURRENT ACTIVITY (GO SLEEP, EAT NOW). EC(I)(1)(D)(I).	ECH000,MBE010
ECC330	MOVE FROM TANGIBLE REWARDS TO EMOTIONAL REWARDS. EC(I)(1)(D)(II).	MBE002,ECH000
ECC331	BE ABLE TO WAIT FOR MEAL TIMES TO RECEIVE FOOD. EC(I)(1)(D)(II).	ECH000
ECC332	BE ABLE TO SHARE, KNOWING HE WILL GET HIS TURN. EC(I)(1)(D)(II).	ECH008
ECC333	BE ABLE TO EARN REWARDS. EC(I)(1)(D)(II).	MBE002,MBE004
ECC334	KNOW DIFFERENCE BETWEEN NIGHT AND DAY. EC(I)(1)(D)(III).	ECH000,ECH008
ECC335	UNDERSTAND MEANING OF BED TIME. EC(I)(1)(D)(III).	ECH000,ECH008
ECC336	UNDERSTAND APPROPRIATE TIME LANGUAGE (I.E. DARK, LIGHT, NIGHT, DAY). EC(I)(1)(D)(III).	ECH000,ECH008 TMT000
ECC337	SEQUENCE DAILY ACTIVITIES. EC(I)(1)(D)(IV).	TMT000,ECH000
ECC338	ADJUST TO TIME ROUTINES BEYOND THE FAMILY SETTING. EC(I)(1)(D)(IV).	ECH000
ECC339	IDENTIFY TIME UNITS (I.E. DAYS OF THE WEEK, YESTERDAY, TODAY, TOMORROW, MORNING, AFTERNOON, NIGHT). EC(I)(1)(D)(IV).	ECH000,ECH008 TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TIME	
ECC340	EXPRESS TIME SEQUENCE CONCEPTS (MORNING, AFTERNOON, NIGHT, TODAY, YESTERDAY, LAST NIGHT, TOMORROW). EC(I)(1)(D)(IV).	ECH000,TMT000
ECC341	UNDERSTAND CONCEPT OF FAST AND SLOW. EC(I)(1)(D)(V).	ECH000,TMT000
ECC342	PREDICT OUTCOMES OF MOVING OBJECTS (I.E. CHILD CAN DECIDE THE WINNER OF 2 CARS IN A RACE). EC(I)(1)(D)(V).	ECH000
ECC343	GIVE IMMEDIATE EXPERIENCES. EC(I)(1)(D)(VI).	ECH000
ECC344	DESCRIBE EVENTS OF THE DAY IN A SENTENCE IN ORDER OF OCCURENCE. EC(I)(1)(D)(VI).	ECH000
ECC345	RELATE A DREAM ON REQUEST OR SPONTANEOUSLY. EC(I)(1)(D)(VI).	ECH000
ECC346	IDENTIFY PARTS OF A DAY FOR SPECIFIC ACTIVITIES. EC(I)(1)(D)(VI).	ECH000
ECC347	IDENTIFY BIG AND LITTLE HANDS ON CLOCK. EC(I)(1)(D)(VII).	ECH000
ECC348	IDENTIFY DAYS OF WEEK IN SEQUENCE. EC(I)(1)(D)(VII).	ECH000,TMT000
ECC349	IDENTIFY MONTHS IN YEAR. EC(I)(1)(D)(VII).	ECH000,TMT000
ECC350	IDENTIFY WHICH IS LONGER, A MINUTE OR AN HOUR, A DAY OR A YEAR. EC(I)(1)(D)(VII).	ECH000

QUANTITY

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECC351	RESPOND TO GIVE ME "ONE". EC(I)(1)(E)(I).	NON018,ECH000
ECC352	RESPOND TO GIVE ME "JUST ONE". EC(I)(1)(E)(I).	NON018,ECH000
ECC353	RESPOND TO GIVE ME "MORE". EC(I)(1)(E)(I).	NON018,ECH000
ECC354	RECOGNIZE EMPTY/FULL. EC(I)(1)(E)(II).	ECH000
ECC355	RECOGNIZE HEAVY/LIGHT. EC(I)(1)(E)(II).	ECH000
ECC356	SAY NUMBERS IN CORRECT SEQUENCE. EC(I)(1)(E)(III).	ECH000,ECH001
ECC357	MATCH OBJECTS WITH OBJECTS (ONE TO ONE CORRESPONDENCE) EC(I)(1)(E)(III).	ECH000,ECH001
ECC358	MATCH OBJECTS WITH NUMBERS (1-1) IN IMITATION VERBALLY. EC(I)(1)(E)(III).	ECH000
ECC359	MATCH OBJECTS WITH NUMBERS ONE TO ONE INDEPENDENTLY VERBALLY.	ECH000,NON018
ECC360	RECOGNIZE EQUIVALENT AND NON-EQUIVALENT SETS. EC(I)(1)(E)(IV).	ECH000
ECC361	MATCH PRINT NUMERAL WITH SAME QUANTITY OF OBJECTS. EC(I)(1)(E)(IV).	ECH000,ECH001
ECC362	MATCH A SET OF OBJECTS WITH A PRINTED NUMERAL. EC(I)(1)(E)(IV).	ECH000,ECH001
ECC363	ORDER NUMBERS 1-10 USING SETS (EX. WHICH IS LARGER, 3 OR 6?). EC(I)(1)(E)(IV).	ECH000,ECH001
ECC364	MATCH NUMERALS 1 TO 10. EC(I)(1)(E)(V).	ECH000,ECH001
ECC365	POINT TO A NUMERAL UPON REQUEST. EC(I)(1)(E)(V).	ECH000,ECH001

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
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	QUANTITY	
ECC366	NAME NUMERALS 1 - 10. EC(I)(1)(E)(V).	ECH000,ECH001
ECC367	RECOGNIZE MORE/LESS. EC(I)(1)(E)(VI).	ECH000,NON018
ECC368	RECOGNIZE FEW/SOME, MOST/LEAST. EC(I)(1)(E)(VI).	ECH000,NON018
ECC369	RECOGNIZE ALL. EC(I)(1)(E)(VI).	ECH000,NON018
ECC370	RECOGNIZE HOW MANY. EC(I)(1)(E)(VI).	ECH000,NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	REAL AND SEEMING CHANGE	
ECC371	BE CONTENT WHEN LEFT WITH SIBLING. EC(I)(1)(F)(I).	
ECC372	BE CONTENT WHEN LEFT WITH FAMILIAR RELATIVE OR FAMILY FRIEND. EC(I)(1)(F)(I).	
ECC373	BE CONTENT WHEN LEFT WITH NEW BABYSITTER. EC(I)(1)(F)(I).	
ECC374	UNDERSTAND THE DIFFERENCE BETWEEN CARTOON CHARACTERS AND REAL PEOPLE. EC(I)(1)(F)(II).	ECH000,ECH008
ECC375	TELL DIFFERENCE BETWEEN A PICTURE AND THE REAL THING. EC(I)(1)(F)(II).	ECH000,ECH008
ECC376	TELL THE DIFFERENCE BETWEEN MOST REAL AND MAKE-BELIEVE CHARACTERS IN THE ENVIRONMENT. EC(I)(1)(F)(II).	ECH000,ECH008
ECC377	UNDERSTAND MAKE-BELIEVE WHEN TOLD FICTITIOUS STORIES. EC(I)(1)(F)(II).	ECH000,ECH008
ECC378	LAUGH WHEN TOLD STORIES OR EVENTS THAT SEEM ABSURD. EC(I)(1)(F)(II).	ECH000,ECH008
ECC379	CREATE MAKE-BELIEVE STORIES. EC(I)(1)(F)(II).	ECH000,ECH001
ECC380	TRUST BEING BLINDFOLDED FOR GAMES. EC(I)(1)(F)(III).	MBE010
ECC381	REACH INTO TEXTURE BOX WILLINGLY. EC(I)(1)(F)(III).	MBE010
ECC382	DRAW PICTURES THAT LOOK LIKE WHAT THEY REPRESENT. EC(I)(1)(F)(III).	NON018
ECC383	TAKE INTO ACCOUNT MORE THAN ONE ASPECT OF THE ENVIRONMENT. EC(I)(1)(F)(III).	ECH000,MBE010
ECC384	TALK ABOUT CHANGE AND DIFFERENCES IN THE ENVIRONMENT. EC(I)(1)(F)(III).	ECH000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CAUSE AND EFFECT	
ECC385	DISCOVER THAT CRYING PRODUCES A RESPONSE FROM OTHERS. EC(I)(1)(G)(I)	MBE002,MBE010
ECC386	RESPOND TO DIRECTIVES LIKE "DON'T TOUCH THAT, IT WILL BURN YOU." EC(I)(1)(G)(I).	MBE010
ECC387	ASK "WHAT" AND "WHY" QUESTIONS. EC(I)(1)(F)(III).	ECH000,ECH001
ECC388	EXPLAIN "WHY" TO SIMPLE PERCEPTUAL EXPERIENCES. EC(I)(1)(G)(II).	ECH000,ECH001
ECC389	EXPLAIN "WHY" TO COMPLEX EXPERIENCES. EC(I)(1)(G)(II).	ECH000,MBE010
ECC390	CREATE "WHY" ANSWERS FROM THE IMAGINATION, INDEPENDENT OF VISUAL CUES.	ECH000,MBE010
ECC391	REPEAT APPROPRIATE SITUATIONAL RESPONSES AS TAUGHT BY ADULTS. EC(I)(1)(G)(III).	MBE002,ECH000
ECC392	STATE RESPONSES TO SITUATIONS BASED ON EMOTIONAL RESPONSE TO THOSE EVENTS. EC(I)(1)(G)(III).	ECH000,ECH001
ECC393	REASON OUT APPROPRIATE RESPONSES TO SIMPLE SITUATIONS. EC(I)(1)(G)(III).	ECH000
ECC394	PREDICT UPCOMING EVENTS WHEN WATCHING A CARTOON OR HEARING A STORY. EC(I)(1)(G)(IV).	ECH008,ECH000 TMT000
ECC395	PLACE PIECES IN PROPER ORDER WHEN PRESENTED WITH A SEQUENCE EVENT PUZZLE. EC(I)(1)(G)(IV).	ECH000,TMT000 ECH001
ECC396	REPEAT EVENTS IN PROPER ORDER WHEN TOLD A STORY. EC(I)(1)(G)(IV).	ECH008,ECH001
ECC397	PREDICT THE FASTER AS THE WINNER WHEN WATCHING TWO CARS RACE. EC(I)(1)(G)(IV).	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CAUSE AND EFFECT	
ECC398	TELL SUBSEQUENT EVENTS WHEN TOLD BEGINNING EVENTS OF A SIMPLE FAMILIAR SITUATION. EC(I)(1)(G)(IV).	TMT000,ECH008 ECH000
ECC399	DRAW PICTURES WHICH CONTAIN STORIES INVOLVING CAUSE AND EFFECT SITUTATIONS. EC(I)(1)(G)(V).	NON018,ECH000
ECC400	DEMONSTRATE THROUGH DRAMATIC PLAY CAUSE AND EFFECT. EC(I)(1)(G)(V).	ECH000,ECH008
ECC401	DEMONSTRATE MORE COMPLEX CAUSE AND EFFECT RELATIONSHIPS THROUGH CREATIVE EXPERIENCES. EC(I)(1)(G)(V).	ECH000,ECH008

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PEOPLE, PLACES, SPACES AND EVENTS	
ECC185	DISPLAY PREDICTABLE BEHAVIOR FOR EVENTS THAT FOLLOW A ROUTINE. EC(I)(1)(A)(I).	MBE002,MBE012
ECC186	DISPLAY OBJECT IDENTIFICATIONS. EC(I)(1)(A)(I).	NON018,ECH028
ECC187	DISPLAY MENTAL MANIPULATION (ACTIONS CAN BE THOUGHT OUT IN PREDICTABLE ORDER). EC(I)(1)(A)(I).	NON018,TMT000
ECC188	FOLLOW PREDICTABLE ROUTINE INDEPENDENTLY. EC(I)(1)(A)(I).	MBE002,TMT000
ECC189	DISPLAY MORE COMPLICATED MENTAL MANIPULATIONS (UNDERSTANDS ABSURDITIES). EC(I)(1)(A)(I).	ECH008,TMT000
ECC190	STUDY OBJECTS BY LOOKING, TASTING AND TOUCHING. EC(I)(1)(A)(II).	TMT000,NON018
ECC191	MOVE LIMBS, HEAD, EYES IN RESPONSE TO VOICE, NOISE. EC(I)(1)(A)(II).	TMT000,ECH004
ECC192	TURN EYES OR HEAD IN DIRECTION OF VOICES AND SOUNDS. EC(I)(1)(A)(II).	
ECC193	FOLLOW LIGHT WITH EYES, TURNING HEAD. EC(I)(1)(A)(II).	ECH046,TMT000
ECC194	RECOGNIZE MOTHER AND DADDY. EC(I)(1)(A)(III).	
ECC195	FOLLOW OBJECT HORIZONTALLY, VERTICALLY AND CIRCULARLY WITH EYES. EC(I)(1)(A)(III).	ECH046,TMT000 MBE002
ECC196	FIND HIDDEN OBJECT UNDER CONTAINER. EC(I)(1)(A)(III).	ECH046,MBE010
ECC197	NAME FAMILIAR PEOPLE AND PETS. EC(I)(1)(A)(III).	ECH008,MBE010
ECC198	NAME ENVIRONMENTAL SOUNDS WHEN FAMILIAR WITH SOURCE (CAR, MOWER). EC(I)(1)(A)(III).	ECH005,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PEOPLE, PLACES, SPACES AND EVENTS	
ECC199	BLINK AT SHADOW OF HAND. EC(I)(1)(A)(IV).	ECH046,MBE002
ECC200	BRING HAND TO MOUTH. EC(I)(1)(A)(IV).	NON018,MBE010
ECC201	UNCOVER FACE. EC(I)(1)(A)(IV).	NON018,MBE010
ECC202	KNOW OWN CLOTHING FROM OTHERS. EC(I)(1)(A)(IV).	ECH088
ECC203	IMITATE PEEK-A-BOO AND PAT-A-CAKE. EC(I)(1)(A)(IV).	ECH008,TMT000
ECC204	RECOGNIZE SELF IN MIRROR OR PICTURE. EC(I)(1)(A)(IV).	
ECC205	IDENTIFY A BODY PART. EC(I)(1)(A)(IV).	ECH027,ECH008
ECC206	SAY OWN NAME UPON REQUEST. EC(I)(1)(A)(IV).	MBE010
ECC207	TOUCH AND NAME OWN SIMPLE LIMB PARTS: ARM, LEG, ELBOW, KNEE. EC(I)(1)(A)(IV).	ECH008,ECH027 ECH005
ECC208	TOUCH AND NAME OWN FACIAL FEATURES: NOSE, EYE, MOUTH, EAR. EC(I)(1)(A)(IV).	ECH005,ECH027 ECH008
ECC209	PLAY WITH RATTLE. EC(I)(1)(A)(V).	NON018,MBE010
ECC210	MOUTH OBJECTS. EC(I)(1)(A)(V).	NON018,TMT000
ECC211	REACH FOR RATTLE. EC(I)(1)(A)(V).	NON018,MBE010
ECC212	LOOK AT OBJECTS SHE/HE IS HOLDING. EC(I)(1)(A)(V).	ECH046,NON018
ECC213	TRANSFER OBJECT HAND TO HAND. EC(I)(1)(A)(V).	NON018,MBE010

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PEOPLE, PLACES, SPACES AND EVENTS	
ECC214	BANG OBJECTS. EC(I)(1)(A)(V).	NON018
ECC215	SHAKE A BELL. EC(I)(1)(A)(V).	ECH004
ECC216	ASSEMBLE THREE-PIECE BODY PUZZLE. EC(I)(1)(A)(V).	NON018
ECC217	PUT BLOCK IN CUP. EC(I)(1)(A)(V).	NON018
ECC218	DROP AND PICK UP TOY. EC(I)(1)(A)(V).	NON018
ECC219	POUND PEG IN IMITATION. EC(I)(1)(A)(V).	NON018
ECC220	SCRIBBLE ON PAPER. EC(I)(1)(A)(V).	NON018
ECC221	LOOK TO FLOOR WHEN SOMETHING FALLS. EC(I)(1)(A)(VI).	NON018
ECC222	CLIMB ON A CHAIR TO REACH. EC(I)(1)(A)(VI).	ECH028
ECC223	PLACE CAR AT TOP OF INCLINE, THEN RELEASE IT TO LET IT ROLL DOWN. EC(I)(1)(A)(VI).	NON018
ECC224	USE BODY MOVEMENTS TO DEMONSTRATE UP, DOWN, ON, OFF. EC(I)(1)(A)(VI).	ECH001,ECH002
ECC225	DISTINGUISH BETWEEN BIG AND LITTLE. EC(I)(1)(A)(VII).	ECH001,ECH002
ECC226	DISTINGUISH BETWEEN TALL AND SHORT. EC(I)(1)(A)(VII).	ECH001,ECH002
ECC227	PLACE CIRCLE AND SQUARE IN FORMBOARD. EC(I)(1)(A)(VIII).	NON018
ECC228	MATCH LIKE SHAPES. EC(I)(1)(A)(VIII).	NON018,ECH002

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PEOPLE, PLACES, SPACES AND EVENTS	
ECC229	MATCH 2 SETS OF OBJECTS BY SHAPE. EC(I)(1)(A)(VIII).	ECH001,ECH002
ECC230	POINT TO AND NAME SHAPES-TRIANGLE, SQUARE, RECTANGLE, CIRCLE. EC(I)(1)(A)(VIII).	ECH001,ECH002 TMT000
ECC231	DRAW SIMPLE GEOMETRIC FORMS FROM TACTILE MODEL. EC(I)(1)(A)(VIII).	NON018,TMT000
ECC232	NAME SHAPES (OVAL, RECTANGLE AND DIAMOND). EC(I)(1)(A)(VIII).	NON018,TMT000
ECC233	FIND THE SHAPE THAT IS THE SAME, THAT IS DIFFERENT. EC(I)(1)(A)(VIII).	NON018,TMT000
ECC234	IDENTIFY BODY PARTS AND THEIR FUNCTIONS. EC(I)(1)(A)(IX).	ECH001,ECH002
ECC235	TOUCH AND NAME BODY PARTS AND PLANES ON OTHERS. EC(I)(1)(A)(IX).	ECH001,ECH002
ECC236	TOUCH AND NAME OWN COMPLEX LIMB PARTS: WRIST, ANKLE, ELBOW, SHOULDER. EC(I)(1)(A)(IX).	ECH001,ECH002 ECH005
ECC237	NAME FAMILY MEMBERS AND THEIR RELATIONSHIP TO HER/HIM (BRIAN-BROTHER, SUSIE-SISTER). EC(I)(1)(A)(IX).	ECH001,ECH003 ECH008
ECC238	TELL CITY'S NAME. EC(I)(1)(A)(X).	ECH001,ECH003
ECC239	TELL STREET NAME. EC(I)(1)(A)(X).	ECH001,ECH003
ECC240	SAY HIS ADDRESS (INCLUDES STREET AND NUMBER, CITY, STATE). EC(I)(1)(A)(X).	ECH001,ECH003
ECC241	EXPLORE NEIGHBORHOOD. EC(I)(1)(A)(X).	
ECC242	GO ON ERRANDS OUTSIDE HOME. EC(I)(1)(A)(X).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PEOPLE, PLACES, SPACES AND EVENTS	
ECC243	GO TO SCHOOL UNATTENDED. EC(I)(1)(A)(X).	
ECC244	IDENTIFY POSITION (BOTTOM, TOP, OVER, UNDER, BETWEEN, BEHIND) BY POINTING. EC(I)(1)(A)(XI).	ECH001,ECH003 ECH005
ECC245	IDENTIFY VERBALLY POSITIONAL CONCEPTS. EC(I)(1)(A)(XI).	ECH001,ECH002
ECC246	TOUCH AND NAME OWN BODY PLANES: TOP OF HEAD, BOTTOM OF FOOT, SIDES, FRONT AND BACK OF BODY). EC(I)(1)(A)(XI).	ECH001,ECH003 ECH005
ECC247	PLACE OBJECTS BEHIND, IN FRONT OF AND TO THE SIDE OF. EC(I)(1)(A)(XI).	ECH001,ECH003
ECC248	IDENTIFY BIG/LITTLE, LARGE/SMALL, LONG/SHORT. EC(I)(1)(A)(XII).	ECH001,ECH003
ECC249	GROUP LIKE PICTURES. EC(I)(1)(A)(XII).	ECH001,TMT000
ECC250	NAME TWO THINGS THAT ARE ROUND. EC(I)(1)(A)(XII).	ECH001,ECH008
ECC251	NAME THINGS ASKED FOR BY USE. EC(I)(1)(A)(XII).	ECH001,ECH003
ECC252	MATCH 3 PRIMARY COLORS. EC(I)(1)(A)(XII).	ECH001,ECH002
ECC253	MATCH RELATED COMMON OBJECTS. EC(I)(1)(A)(XII).	NON018,TMT000
ECC254	REPRODUCE FORMS REPRESENTING TOPOLOGICAL RELATIONS. EC(I)(1)(A)(XIII).	TMT000,ECH000
ECC255	PLACE OBJECT BEHIND, IN FRONT OF, NEXT TO, AND BESIDE SELF AND OTHER OBJECTS ON REQUEST. EC(I)(1)(A)(XIII).	ECH000,TMT000 ECH001
ECC256	DESCRIBE LOCATION OR MOVEMENT THROUGH, AWAY FROM, TOWARD, OVER. EC(I)(1)(A)(XIII).	ECH001,ECH000 ECH003

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PEOPLE, PLACES, SPACES AND EVENTS	
ECC257	DISCRIMINATE OPENED FROM CLOSED FIGURES. EC(I)(1)(A)(XIII).	ECH000,TMT000

GROUPS AND OBJECTS

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECC258	MATCH LIKE OBJECTS (CONCRETE TO CONCRETE). EC(I)(1)(B)(I).	NON018,ECH000
ECC259	POINT TO FAMILIAR OBJECTS. EC(I)(1)(B)(I).	ECH002,ECH000
ECC260	NAME FAMILIAR OBJECTS. EC(I)(1)(B)(I).	ECH002,ECH000
ECC261	GIVE AND SHOW SPECIFIC OBJECTS UPON REQUEST. EC(I)(1)(B)(I).	ECH000,ECH001
ECC262	IDENTIFY SOME, ALL AND NONE. EC(I)(1)(B)(II).	ECH000,ECH001
ECC263	IDENTIFY FEW AND MANY. EC(I)(1)(B)(II).	ECH000,ECH001
ECC264	IDENTIFY MOST AND LEAST. EC(I)(1)(B)(II).	ECH000,ECH001
ECC265	MATCH CONCRETE OBJECT TO A PICTURE OF OBJECT. EC(I)(1)(B)(III).	ECH000,TMT000
ECC266	MATCH A PICTURE OF OBJECT TO ANOTHER PICTURE OF OBJECT. EC(I)(1)(B)(III).	TMT000,ECH001
ECC267	IDENTIFY OBJECT BY ITS USE. EC(I)(1)(B)(III).	ECH000,NON018
ECC268	MATCH ALPHABET LETTERS. EC(I)(1)(B)(III).	ECH000,TMT000
ECC269	MATCH NUMBERS. EC(I)(1)(B)(III).	ECH000,TMT000
ECC270	FIND LIKENESSES. EC(I)(1)(B)(IV).	ECH000,ECH001
ECC271	FIND DIFFERENCES. EC(I)(1)(B)(IV).	ECH000,ECH001
ECC272	IDENTIFY WHAT DOES NOT BELONG. EC(I)(1)(B)(IV).	TMT000,ECH000
ECC273	IDENTIFY WHAT IS MISSING. EC(I)(1)(B)(IV).	TMT000,ECH000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROUPS AND OBJECTS	
ECC274	SORT BY COLOR, SHAPE, AND SIZE. EC(I)(1)(B)(V).	NON018,ECH000
ECC275	IDENTIFY OBJECTS BY SOUND IT MAKES. EC(I)(1)(B)(V).	ECH006,ECH001
ECC276	SORT BY TEXTURE. EC(I)(1)(B)(V).	ECH027,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RECEPTIVE LANGUAGE	
ECL001	SHOW RESPONSE BY MOVING EYES IN DIRECTION OF SOUND. EC(II)(1)(A)<I>.	TMT000,ECH004
ECL002	CHANGE BODY MOVEMENT IN RESPONSE TO SOUND. EC(II)(1)(A)(I).	ECH004,ECH005
ECL003	TURN HEAD TOWARD VOCAL SOUND. EC(II)(1)(A)(I).	TMT000
ECL004	MAINTAIN EYE CONTACT. EC(II)(1)(A)(I).	TMT000
ECL005	RESPOND TO FAMILIAR SOUNDS. EC(II)(1)(A)(I).	ECH006,ECH002
ECL006	DISTINGUISH BETWEEN FAMILIAR VOICES. EC(II)(1)(A)(I).	TMT000
ECL007	RESPOND TO NAME. EC(II)(1)(A)(I).	TMT000
ECL008	DISTINGUISH BETWEEN SIMILAR SOUNDS. EC(II)(1)(A)(I).	ECH001,ECH002
ECL009	DISTINGUISH RHYMING SOUNDS. EC(II)(1)(A)(II).	TMT000,ECH002
ECL010	RESPOND APPROPRIATELY TO SIMPLE ACTION WORDS. EC(II)(1)(B)(I).	ECH003,ECH002
ECL011	STOP ACTION WHEN TOLD, (I.E. "STOP"). EC(II)(1)(B)(I).	TMT000,ECH005
ECL012	COMPREHEND "NO" FOR NON-EXISTENCE (IT'S ALL GONE). EC(II)(1)(B)(I).	TMT000
ECL013	COMPREHEND "NO" FOR REJECTION (DOESN'T WANT ANY). EC(II)(1)(B)(I).	TMT000
ECL014	POINT TO CONCRETE OBJECT. EC(II)(1)<B><II>.	NON018,TMT000
ECL015	POINT TO PICTURE OF OBJECT. EC(II)(1)<B><II>.	ECH001,ECH002
ECL016	ATTEND TO DIFFERENT SENSORY STIMULATION. EC (II)(B)<IV>.	ECH027,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RECEPTIVE LANGUAGE	
ECL017	DISCRIMINATE DIFFERENT SENSORY TEXTURES BY POINTING TO DESCRIPTIVE REQUEST (TOUCH SOMETHING SOFT, TOUCH SOMETHING STICKY). EC (II)(1)(B)<IV>.	ECH027,TMT000
ECL018	TOUCH AN OBJECT WITH A SPECIFIC TEXTURE. EC(II)(1)(B)<IV>	ECH027,TMT000
ECL019	POINT TO MORE THAN ONE OBJECT UPON REQUEST. EC(II)(1)(B)<V>.	ECH001,ECH002
ECL020	POINT TO PICTURES SHOWING PLURAL FORM OF OBJECTS. EC (II)(1)(B)<V>.	ECH001,ECH002
ECL021	GIVE MORE THAN ONE OF OBJECT (I.E. BLOCKS) WHEN ASKED IN PLURAL FORM. EC (II)(1)(B)<V>.	NON018,TMT000
ECL022	SHOW UNDERSTANDING OF "IS NOT" BY TOUCHING THE OBJECT "IS NOT ___". EC (II)(1)(B)<VI>.	ECH001,ECH027 TMT000
ECL023	DISCRIMINATE DIFFERENT SENSORY TEXTURES BY POINTING TO DESCRIPTIVE REQUEST (TOUCH SOMETHING SOFT, TOUCH SOMETHING STICKY). EC (II)(1)(B)<IV>.	ECH027,TMT000
ECL024	POINT TO OBJECT THAT IS IN, OUT, OVER, OR UNDER. EC (II)(1)(B)<VI>.	TMT000
ECL025	ATTEND TO ACTIVITY TEN SECONDS OR MORE. EC (II)(1)(C)<I>.	NON018,TMT000
ECL026	USE GESTURES (WAVES BYE-BYE, SHAKES HEAD "NO"). EC (II)(1)(C)<I>.	TMT000,ECH002
ECL027	STOP ACTIVITY MOMENTARILY AT LEAST WHEN TOLD "NO". EC (II)(1)(C)<II>.	TMT000
ECL028	GIVE UP OBJECT UPON REQUEST. EC (II)(1)(C)<II>.	NON018,TMT000
ECL029	SHOW ANTICIPATION OF EVENTS WHEN SOUND CUE IS PROVIDED (GOES TO COAT RACK ETC., WHEN TOLD "LET'S GO OUTSIDE"). EC (II)(1)(C)<III>.	TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RECEPTIVE LANGUAGE	
ECL030	PICK UP AND GIVE FAMILIAR OBJECT UPON REQUEST. EC (II)(1)(C)<IV>.	TMT000,NON018
ECL031	GIVE OR SHOWS FOUR-FIVE SPECIFIC COMMON OBJECTS UPON REQUEST (NOUNS). EC (II)(1)(C)<IV>.	ECH001,ECH002 NON018
ECL032	UNDERSTAND MY/MINE, I, ME. EC (II)(1)(C)<V>.	TMT000,ECH001
ECL033	UNDERSTAND HIM/HER, WE, THEY, HE, SHE, US. EC (II)(1)(C)<V>.	ECH001,ECH003
ECL034	COMPREHEND LOCATION WORDS (IN, OUT, OVER, UNDER). EC (II)(1)(C)<VI>.	ECH001,TMT000
ECL035	CARRY OUT TWO-STEP COMMAND WITHOUT GESTURES. EC (II)(1)(C)<VI>.	
ECL036	INDICATE UNDERSTANDING OF DIRECTIONS DESPITE BACKGROUND NOISE. EC (II)(1)(C)<VI>.	ECH006,TMT000
ECL037	FOLLOW THREE STEP DIRECTIONS USING POSITION WORDS ("OPEN THE DOOR AND GET THE SWEATER THAT IS UNDER THE SHIRTS AND PUT IT IN THE CAR"). EC (II)(1)(C)<VII>.	TMT000
ECL038	FOLLOW THREE SIMPLE DIRECTIONS WITH PAPER AND PENCIL. EC (II)(1)(C)<VII>.	NON018,TMT000
ECL039	ATTEND TO AND ENJOYS POEMS OR RHYMES (ONE-TWO MINUTES). EC (II)(1)(D)<I>.	ECH008,TMT000
ECL040	REQUEST TO BE READ TO (WILL BRING BOOK TO YOU). EC (II)(1)(D)<I>.	ECH008
ECL041	POINT TO OBJECTS IN STORY UPON REQUEST. EC (II)(1)(D)<I>.	ECH008,ECH001
ECL042	RECOGNIZE DELETIONS IN THE STORY IF THE READER CHANGES SEQUENCE. EC (II)(1)(D)<I>.	ECH008,ECH001 ECH002

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RECEPTIVE LANGUAGE	
ECL043	POINT TO THREE-FIVE PICTURES IN A BOOK WHEN NAMED. EC (II)(1)(D)<II>.	ECH008
ECL044	HOLD BOOK AND "READS" TO SELF FOR THREE-FIVE MINUTES. EC (II)(1)(D)<II>.	ECH008
ECL045	POINT TO SIMPLE ACTION WORDS (RUNNING, EATING, ETC.) IN STORY BOOK. EC (II)(1)(D)<II>.	ECH008
ECL046	RECOGNIZE IF TWO WORDS SOUND SAME OR NOT SAME. EC (II)(I)(D)<II>.	ECH001,ECH002
ECL047	RECOGNIZE IF TWO WORDS RHYME. EC (II)(I)(D)<II>.	ECH001,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EXPRESSIVE LANGUAGE	
ECL048	TURN HEAD TOWARD VOICE AND COOS, SMILES, ETC. EC (II)(2)(A)<I>.	TMT000
ECL049	WAVE GOOD-BYE. EC (II)(2)(A)<I>.	TMT000
ECL050	IMITATE MOTOR MOVEMENT (PEEK-A-BOO, PAT-A-CAKE). EC (II)(2)(A)<I>.	TMT000,ECH002
ECL051	REPEAT OWN SOUND. EC (II)(2)(B)<I>.	TMT000
ECL052	REPEAT SOUNDS MADE BY OTHERS. EC (II)(2)(B)<I>.	TMT000
ECL053	IMITATE VOICE INTONATION PATTERNS OF OTHERS. EC (II)(2)(B)(I).	TMT000
ECL054	COMBINE SYLLABLES (MA-MA, DA-DEE). EC (II)(2)(B)<I>.	TMT000
ECL055	REPEAT SERIES OF SOUNDS. EC (II)(2)(B)<II>.	TMT000,ECH005
ECL056	COMBINE TWO DIFFERENT SYLLABLES (MA-MA, DA-DEE). EC (II)(2)(B)<II>.	TMT000
ECL057	VOCALIZE FIVE OR MORE SYLLABLES IN RESPONSE TO SPEECH OF OTHER PERSON. EC (II)(2)(B)<II>.	TMT000
ECL058	IMITATE THREE VOWEL SOUNDS. EC (II)(2)(B)<II>.	
ECL059	TELL IF TWO WORDS SOUND THE SAME. EC (II)(2)(B)<III>.	TMT000
ECL060	TELL IF TWO WORDS RHYME. EC (II)(2)(B)<III>.	ECH001,ECH002
ECL061	TELL WHETHER SOUND IS LOUD OR SOFT. EC (II)(2)(B)<IV>.	ECH001,ECH002
ECL062	IDENTIFY HIGH/LOW PITCH. EC (II)(2)(B)<IV>.	ECH001,ECH002

EXPRESSIVE LANGUAGE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECL063	USE SINGLE WORD TO LABEL OBJECT OR PERSON. EC (II)(2)(C)<I>.	ECH001,ECH002
ECL064	RESPOND TO "WHAT'S THIS" BY GIVING OBJECT NAME. EC (II)(2)(C)<I>.	ECH001,ECH002
ECL065	NAME FAMILIAR TOYS. EC (II)(2)(C)<I>.	ECH001,ECH002
ECL066	SAY ANIMAL'S NAME WHEN ANIMAL IS PRESENT, THEN IN PICTURE. EC (II)(2)(C)<I>.	ECH001,ECH002 ECH008
ECL067	ASK FOR COMMON FOOD BY NAME. EC (II)(2)(C)<I>.	ECH001,ECH008
ECL068	NAME FAMILIAR ENVIRONMENT SOUNDS. EC (II)(2)(C)<I>.	ECH006,ECH001
ECL069	TELL FAMILIAR ANIMAL NAMES UPON HEARING SOUNDS. EC (II)(2)(C)<I>.	ECH001,ECH006
ECL070	USE WORD TO DESCRIBE POSITION. EC (II)(2)(C)<II>.	TMT000,ECH001
ECL071	USE THREE DESCRIPTIVE WORDS WHEN PRESENTED WITH OBJECTS (STICKY, PRETTY). EC (II)(2)(C)<II>.	TMT000,ECH001
ECL072	DESCRIBE OBJECT BY USE. EC (II)(2)(C)<II>.	ECH001,TMT000
ECL073	DESCRIBE OBJECTS IN TERMS THAT ARE SENSORILY ACCURATE. EC (II)(2)(C)<II>.	ECH027,ECH001
ECL074	TELL FUNCTIONS OF BODY PARTS. EC (II)(2)(C)<II>.	ECH005,ECH001
ECL075	USE WORDS TO DESCRIBE FAMILY MEMBERS. EC (II)(2)(C)<II>.	ECH001,ECH002
ECL076	TELL OPPOSITES. EC (II)(2)(C)<II>.	ECH001,ECH002
ECL077	DESCRIBE LOCATION. EC (II)(2)(C)<II>.	ECH001,ECH002

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EXPRESSIVE LANGUAGE	
ECL078	COMBINE TWO DIFFERENT SYLLABLES IN VOCAL PLAY (DA-DEE). EC (II)(2)(D)<I>.	TMT000
ECL079	SAY NAME UPON REQUEST. EC (II)(2)(D)<I>.	TMT000
ECL080	COMBINE WORDS AND GESTURES TO MAKE WANTS KNOWN. EC (II)(2)(D)<I>.	TMT000
ECL081	USE NOUNS, VERBS, "ING" VERB FORMS. EC (II)(2)(D)<I>.	ECH001,ECH002
ECL082	USE ARTICLES, RELATIVE PRONOUNS, ADVERBS. EC (II)(2)(D)<I>.	
ECL083	USE REGULAR PAST TENSE AND IRREGULAR PAST TENSE. EC (II)(2)(D)<I>.	
ECL084	IMITATES VOICE INTONATION PATTERNS OF OTHERS. EC (II)(2)(D)<II>.	TMT000
ECL085	ASK QUESTIONS BY RISING INTONATION AT END OF WORD OR PHRASE. EC (II)(2)(D)<II>.	TMT000
ECL086	CONTROL VOICE VOLUME. EC (II)(2)(D)<II>.	TMT000,ECH005
ECL087	ANSWER SIMPLE QUESTIONS WITH "YES" OR "NO". EC (II)(2)(D)<III>.	ECH001,ECH002
ECL088	ANSWER "WHERE" QUESTIONS WITH PREPOSITIONAL PHRASE (UNDER THE TABLE). EC (II)(2)(D)<III>.	NON018,ECH028
ECL089	USE "CAN" OR "WILL" OCCASIONALLY. EC (II)(2)(D)<III>.	TMT000
ECL090	ASK QUESTION SUCH AS "WHAT DOING?". EC (II)(2)(D)<III>.	ECH001,ECH002
ECL091	ASK QUESTION SUCH AS "WHAT'S ____ DOING?". EC (II)(2)(D)<III>.	ECH001,ECH002
ECL092	ANSWER "WHO" QUESTIONS WITH NAME (WHO IS SISTER? "DORIS"). EC (II)(2)(D)<III>.	ECH001,ECH002 ECH003

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EXPRESSIVE LANGUAGE	
ECL093	USE "IS" WHEN APPROPRIATE AT BEGINNING OF A QUESTION. EC (II)(2)(D)<III>.	ECH001,TMT000
ECL094	ANSWER "HOW" QUESTIONS. EC (II)(2)(D)<III>.	ECH001,TMT000
ECL095	TELL ADDRESS. EC (II)(2)(D)<III>.	TMT000
ECL096	TELL TELEPHONE NUMBER. EC (II)(2)(D)<III>.	TMT000
ECL097	ANSWER "WHY" QUESTIONS WITH EXPLANATION. EC (II)(2)(D)<III>.	ECH001,TMT000
ECL098	ANSWER QUESTION "WHAT HAPPENS IF...". EC (II)(2)(D)<III>.	TMT000
ECL099	ASK MEANING OF NEW OR UNFAMILIAR WORDS. EC (II)(2)(D)<III>.	TMT000
ECL100	TELL AGE VERBALLY. EC (II)(2)(D)<IV>.	TMT000
ECL101	PARTICIPATE IN GROUP DISCUSSION. EC (II)(2)(D)<IV>.	TMT000,ECH001
ECL102	USE ONE WORD SENTENCE AS REQUEST (DRINK, POTTY). EC (II)(2)(E)<I>.	TMT000,ECH002
ECL103	SAY "MORE" IN THREE APPROPRIATE SITUATIONS. EC (II)(2)(E)<I>.	TMT000,ECH002
ECL104	SAY "ALL GONE" IN TWO APPROPRIATE SITUATIONS. EC (II)(2)(E)<I>.	ECH001,ECH002
ECL105	ASK FOR COMMON FOOD USING ITS NAME. EC (II)(2)(E)<I>.	ECH001,ECH002
ECL106	TELL OWN CURRENT EVENT IN SIMPLE SENTENCE (GO POTTY). EC (II)(2)(E)<II>.	TMT000,ECH002
ECL107	REFER TO SELF BY OWN NAME IN SPEECH. EC (II)(2)(E)<II>.	ECH002,ECH001
ECL108	EXPLAIN OWN IDEAS. EC (II)(2)(E)<II>.	ECH001,ECH002

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EXPRESSIVE LANGUAGE	
ECL109	COMBINE TWO WORDS TO EXPRESS POSSESSION (DADDY CAR). EC (II)(2)(E)<III>.	ECH001,ECH002
ECL110	COMBINE NOUN OR VERB WITH "THERE" AND "HERE" IN TWO WORD PHRASE(BOOK HERE). EC (II)(2)(E)<III>.	TMT000,ECH001 ECH002
ECL111	TELL IMMEDIATE EXPERIENCES. EC (II)(2)(E)<III>.	TMT000,ECH001
ECL112	COMBINE TWO SENTENCES TO MAKE COMPOUND SENTENCES. EC (II)(2)(E)<III>.	TMT000,ECH001
ECL113	USE TODAY, YESTERDAY, LAST NIGHT, TOMORROW APPROPRIATELY. EC(II)(2)(E)<IV>.	ECH001,ECH002
ECL114	TELL DAILY EXPERIENCES. EC (II)(2)(E)<IV>.	TMT000,ECH001
ECL115	TELL ORIGINAL STORY. EC (II)(2)(E)<IV>.	TMT000,ECH008
ECL116	POINT TO THREE-FIVE PICTURES IN BOOK WHEN NAMED. EC (II)(2)(F)<I>.	ECH008
ECL117	RELATES THREE-FIVE PART SEQUENCE STORY. EC (II)(2)(F)<I>.	ECH008,ECH001
ECL118	REPEAT SIMPLE POEMS OR FINGER PLAYS. EC (II)(2)(F)<I>.	ECH008,ECH001
ECL119	TELL FAMILIAR STORIES WITHOUT PICTURES FOR CUES. EC (II)(2)(F)<I>.	ECH008,TMT000
ECL120	ANSWER YES OR NO WHEN ASKED SIMPLE QUESTIONS FROM STORY. EC (II)(2)(F)<II>.	ECH008,ECH001
ECL121	ANSWER THREE QUESTIONS ABOUT SHORT STORY. EC (II)(2)(F)<II>.	ECH001,ECH002
ECL122	DRAW A PICTURE AND TELLS ABOUT IT. EC (II)(2)(G)<I>.	NON018,ECH003
ECL123	REQUEST TEACHER TO WRITE "TALK". EC (II)(2)(G)<I>.	TMT000,NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	EXPRESSIVE LANGUAGE	
ECL124	WRITE NAME. EC (II)(2)(G)<I>.	NON018
ECL125	WRITE SIMPLE WORDS PHONETICALLY. EC (II)(2)(G)<I>.	NON018,ECH001
ECL126	IDENTIFY FAMILIAR LABELS AND LOGOS. EC (II)(2)(G)<III>.	ECH003,TMT000
ECL127	IDENTIFY NAME. EC (II)(2)(G)<III>.	ECH001,ECH002
ECL128	IDENTIFY FRIENDS' AND FAMILY NAMES. EC (II)(2)(G)<III>.	ECH001,ECH003

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROSS MOTOR	
ECM001	LIFT HEAD AND CHEST WHEN ON STOMACH. EC (III)(1)(A)<I>.	ECH026,ECH027
ECM002	HOLD HEAD ERECT WHEN IN SITTING POSITION. EC (III)(1)(A)<I>.	ECH026,ECH027
ECM003	SIT WITH SUPPORT. EC (III)(1)(A)<I>.	ECH026,ECH027
ECM004	LEAN FORWARD, WHILE SITTING, TO OBTAIN OBJECTS OUT OF REACH. EC (III)(1)(A)<II>.	NON018,ECH026 ECH027
ECM005	PULL SELF TO SITTING POSITION. EC (III)(1)(A)<II>.	ECH026,ECH028
ECM006	RAISE SELF TO CRAWLING POSITION ON HANDS AND KNEES. EC (III)(1)(A)<III>.	ECH026,TMT000
ECM007	HOLD TO CRIB RAIL AND STANDS WHEN PLACED THERE. EC (III)(1)(A)<IV>.	ECH026,ECH027
ECM008	PULL SELF TO STANDING POSITION. EC (III)(1)(A)<IV>.	ECH028,ECH026
ECM009	STAND MOMENTARILY. EC (III)(1)(A)<IV>.	ECH026,ECH028
ECM010	SIDESTEP AROUND PLAYPEN OR CRIB WHILE HOLDING ON TO RAILS. EC (III)(1)(A)<V>.	ECH028
ECM011	MAKE STEPPING MOVEMENTS WHEN SUPPORTED UNDER THE ARMS. EC (III)(1)(A)<V>.	
ECM012	MAKE STEPPING MOVEMENTS WHEN HELD BY BOTH HANDS. EC (III)(1)(A)<V>.	
ECM013	WALK TWO OR THREE STEPS (ONE HAND HELD). EC (III)(1)(A)<V>.	
ECM014	STOOP AND RECOVERS. EC (III)(1)(A)<V>.	NON018,TMT000
ECM015	WALK CARRYING A TOY. EC (III)(1)(A)<VI>.	NON018,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROSS MOTOR	
ECM016	WALK WITH A PULL TOY. EC (III)(1)(A)<VI>.	NON018
ECM017	WALK BACKWARDS. EC (III)(1)(A)<VI>.	
ECM018	RUN. EC (III)(1)(A)<VII>.	NON018
ECM019	RUN - STOPS WITHOUT HOLDING AND AVOIDS OBSTACLES. EC (III)(1)(A)<VII>.	NON018
ECM020	GALLOP. EC (III)(1)(A)<VII>.	NON018
ECM021	JUMP OFF BOTTOM STEP WITH BOTH FEET. EC (III)(1)(A)<VIII>.	ECH026
ECM022	HOP ON BOTH FEET. EC (III)(1)(A)<VIII>.	ECH005
ECM023	HOP ON ONE FOOT. EC (III)(1)(A)<VIII>.	ECH005
ECM024	JUMP OVER A 12" OBSTACLE. EC (III)(1)(A)<IX>.	ECH026,NON018
ECM025	PERFORM A STANDING BROAD JUMP. EC (III)(1)(A)<IX>.	ECH026
ECM026	PERFORM A RUNNING BROAD JUMP. EC (III)(1)(A)<IX>.	ECH026
ECM027	WALK FORWARD, BACKWARD AND SIDEWAYS. EC (III)(1)(A)<XI>.	ECH026
ECM028	ROLL THE BALL WITH BOTH HANDS. EC (III)(1)(B)<I>.	ECH026,NON018
ECM029	CATCH A ROLLED BALL. EC (III)(1)(B)<I>.	ECH026,NON018
ECM030	TAKE TWO OR MORE STEPS AND KICKS BALL. EC (III)(1)(B)<II>.	ECH026,NON018
ECM031	KICK A ROLLING BALL. EC (III)(1)(B)<II>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROSS MOTOR	
ECM032	THROW 8-12" BALL. EC (III)(1)(B)<III>.	NON018
ECM033	THROW A SMALL BALL FROM STANDING POSITION. EC (III)(1)(B)<III>.	NON018
ECM034	BOUNCE A LARGE BALL WITH BOTH HANDS. EC (III)(1)(B)<IV>.	NON018,ECH026
ECM035	BOUNCE A LARGE BALL WITH ONE HAND. EC (III)(1)(B)<IV>.	NON018,ECH026
ECM036	THROW BALL OVERHANDED. EC (III)(1)(B)<V>.	NON018
ECM037	THROW BALL UNDERHANDED. EC (III)(1)(B)<V>.	NON018
ECM038	THROW A BEANBAG INTO A BASKET. EC (III)(1)(B)<V>.	NON018,TMT000
ECM039	CATCH A LARGE BOUNCED BALL WITH ARMS AND BODY. EC (III)(1)(B)<VI>.	NON018
ECM040	CATCH A THROWN BALL WITH ARMS AND BODY. EC (III)(1)(B)<VI>.	NON018
ECM041	CATCH THROWN BALL WITH BOTH HANDS. EC (III)(1)(B)<VI>.	NON018
ECM042	RUN TO A SPECIFIED TARGET AT LEAST 20 FEET AWAY. EC (III)(1)(B)<VII>.	ECH028,ECH026
ECM043	RUN SMOOTHLY, TURNING SHARP CORNERS AND MAKING SUDDEN STOPS WITH EASE. EC (III)(1)(B)<VII>.	ECH026
ECM044	CRAWL UP STEPS. EC (III)(1)(C)<I>.	ECH026
ECM045	CRAWL DOWN STEPS BACKWARDS. EC (III)(1)(C)<I>.	ECH026
ECM046	CLIMB INTO AN ADULT CHAIR AND SEAT SELF. EC (III)(1)(C)<I>.	ECH028

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROSS MOTOR	
ECM047	WALK UP STAIRS - ONE HAND HELD. EC (III)(1)(C)<II>.	ECH026
ECM048	WALK DOWN STAIRS - ONE HAND HELD. EC (III)(1)(C)<II>.	ECH026
ECM049	WALK UP AND DOWN STAIRS, HOLDING RAIL. EC (III)(1)(C)<II>.	ECH026
ECM050	CLIMB UP AND SLIDES DOWN SLIDING BOARD. EC (III)(1)(C)<II>.	ECH026
ECM051	WALK UP AND DOWN STAIRS CARRYING OBJECT WITHOUT HOLDING RAIL. EC (III)(1)(C)<III>.	NON018
ECM052	CLIMB FREELY ON PLAYGROUND EQUIPMENT. EC (III)(1)(C)<III>.	
ECM053	RIDE SMALL BIKE WITH TRAINING WHEELS. EC (III)(1)(D)<I>.	ECH026
ECM054	GET ON A SWING AND SWINGS ALONE. EC (III)(1)(D)<II>.	
ECM055	SWING FROM A MOVING ROPE. EC (III)(1)(D)<II>.	ECH026
ECM056	SKIP ON ONE FOOT. EC (III)(1)(D)<III>.	
ECM057	DANCE IN RHYTHM TO MUSIC. EC (III)(1)(E)<I>.	ECH005,ECH004
ECM058	CLAP IN RHYTHM TO MUSIC. EC (III)(1)(E)<I>.	ECH005
ECM059	KEEP TIME WITH SIMPLE TUNES WITH HAND INSTRUMENT. EC (III)(1)(E)<I>.	ECH004,ECH005

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FINE MOTOR	
ECM060	LOOK AT OBJECTS AT MIDLINE. EC (III)(2)(A)<I>.	NON018,TMT000
ECM061	STRIKE OBJECTS TOGETHER. EC (III)(2)(A)<I>.	NON018,TMT000
ECM062	FOLLOW VISUALLY THROUGH NINETY DEGREES. EC (III)(2)(A)<I>.	NON018,TMT000
ECM063	FOLLOW HAND MOVEMENTS. EC (III)(2)(A)<I>.	ECH027
ECM064	TRACK VERTICALLY, HORIZONTALLY, AND CIRCULARLY. EC (III)(2)(A)<II>.	NON018,ECH027
ECM065	HOLD CUP WITH BOTH HANDS AND DRINKS. EC (III)(2)(A)<II>.	ECH026,ECH089
ECM066	CHEW. EC (III)(2)(A)<IV>.	ECH089,ECH027
ECM067	LICK. EC (III)(2)(A)<IV>.	ECH089,ECH027
ECM068	SUCK. EC (III)(2)(A)<IV>.	ECH089
ECM069	BE AWARE OF HANDS PRESENT. EC (III)(2)(B)<I>.	ECH027,NON018
ECM070	TOUCH HANDS TOGETHER. EC (III)(2)(B)<I>.	ECH027,NON018
ECM071	REACH FOR OBJECT, NOT NECESSARILY OBTAINING IT. EC (III)(2)(B)<II>.	TMT000,NON018
ECM072	REACH AND GRASPS TOY. EC (III)(2)(B)<II>.	TMT000,ECH027
ECM073	GRASP AND PULL TOYS. EC (III)(2)(B)<II>.	NON018
ECM074	HOLD TOY IN HAND (2-3 SECONDS). EC (III)(2)(B)<II>.	NON018
ECM075	TURN DOORKNOB WITH TWO HANDS. EC (III)(2)(B)<II>.	ECH028

FINE MOTOR

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECM076	PICK UP BLOCK AND PLACES IT ON FLAT SURFACE. EC (III)(2)(B)<III>.	NON018
ECM077	SCRIBBLE WITH CRAYON SPONTANOUSLY. EC (III)(2)(B)<III>.	NON018
ECM078	TURN 2-3 PAGES OF A BOOK. EC (III)(2)(B)<III>.	ECH008
ECM079	TURN SINGLE PAGE. EC (III)(2)(B)<III>.	ECH008
ECM080	STACK SEVERAL 2" BLOCKS. EC (III)(2)(B)<IV>.	NON018
ECM081	ATTEMPT TO BUILD TOWER. EC (III)(2)(B)<IV>.	NON018
ECM082	BUILD BLOCK TOWER. EC (III)(2)(B)<IV>.	NON018
ECM083	BUILD A BRIDGE. EC (III)(2)(B)<IV>.	NON018
ECM084	STRING ONE 1" BEAD. EC (III)(2)(B)<V>.	NON018
ECM085	STRING SEVERAL BEADS. EC (III)(2)(B)<V>.	NON018
ECM086	STRING AND LACES SHOES. EC (III)(2)(B)<V>.	NON018
ECM087	FOLD PAPER. EC(III)(2)(B)(VI).	NON018
ECM088	FOLD PAPER, DIAGONALLY AND CREASE IT. EC(III)(2)(B)(VI).	NON018,TMT000
ECM089	MAKE ROLLED ROPES, ROUND CAKES, AND BALLS OUT OF CLAY. EC(III)(2)(B)(VI).	NON018
ECM090	WIND UP TOY. EC(III)(2)(B)(VI).	NON018,ECH028
ECM091	MOLD CLAY INTO SHAPES. EC(III)(2)(B)(VI).	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FINE MOTOR	
ECM092	HOLD PENCIL CORRECTLY. EC(III)(2)(B)(VI).	NON018
ECM093	TOUCH HANDS TOGETHER. EC(III)(2)(C)(I).	ECH027
ECM094	PICK UP AND DROP TOYS. EC(III)(2)(C)(I).	NON018,TMT000
ECM095	EXCHANGE OBJECT - HAND TO HAND. EC(III)(2)(C)(I).	NON018,TMT000
ECM096	HOLD ONE TOY, GRASP ANOTHER TOY. EC(III)(2)(C)(I).	NON018,TMT000
ECM097	UNWRAP SMALL OBJECTS. EC(III)(2)(C)(II).	NON018,TMT000
ECM098	STACK RINGS ON PEG. EC(III)(2)(C)(II).	NON018,ECH027
ECM099	PLACE PEGS IN A PEGBOARD AND REMOVE. EC(III)(2)(C)(II).	NON018,ECH027
ECM100	PASTE USING INDEX FINGER. EC(III)(2)(C)(III).	NON018
ECM101	TRACE AROUND SHAPES. EC(III)(2)(C)(III).	NON018
ECM102	TRACE AROUND LETTERS AND NUMERALS. EC(III)(2)(C)(III).	NON018
ECM103	STRING ONE 1" BEAD. EC(III)(2)(C)(IV).	NON018
ECM104	UNSCREW AND SCREW 3" LID. EC(III)(2)(C)(IV).	NON018
ECM105	POUR FROM VARIOUS CONTAINERS. EC(III)(2)(C)(IV).	NON018
ECM106	PASTE PICTURES ON PAPER WITHOUT OVERLAP. EC(III)(2)(C)(IV).	NON018
ECM107	HIT NAIL WITH HAMMER. EC(III)(2)(C)(IV).	NON018

FINE MOTOR

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECM108	COMPLETE A SIMPLE PUZZLE. EC(III)(2)(C)(V).	NON018
ECM109	REPRODUCE SIMPLE PEGBOARD DESIGN FROM MODEL. EC(III)(2)(C)(V).	NON018
ECM110	COMPLETE SIX-FIFTEEN PIECE INTERLOCKING PUZZLE. EC(III)(2)(C)(V).	NON018
ECM111	SNIP WITH SCISSORS. EC(III)(2)(C)(VI).	NON018
ECM112	CUT ALONG STRAIGHT LINE. EC(III)(2)(C)(VI).	NON018
ECM113	CUT FOLLOWING A CURVED LINE. EC(III)(2)(C)(VI).	NON018
ECM114	CUT CIRCLES AND SQUARES FROM PAPER. EC(III)(2)(C)(VI).	NON018
ECM115	CUT OUT SIMPLE PICTURES. EC(III)(2)(C)(VI).	NON018
ECM116	IMITATE DRAWING OF CROSS AND CIRCLE. EC(III)(2)(C)(VII).	NON018
ECM117	DRAW SHAPES. EC(III)(2)(C)(VII).	NON018
ECM118	DRAW A RECOGNIZABLE PERSON. EC(III)(2)(C)(VII).	NON018
ECM119	COPY M AND N STROKE. EC(III)(2)(C)(VIII).	NON018
ECM120	COPY "CIRCLE" STROKES. EC(III)(2)(C)(VIII).	NON018
ECM121	REPRODUCE CAPITAL LETTERS AND NUMERALS. EC(III)(2)(C)(VIII).	NON018
ECM122	PRINT INITIALS OF NAME. EC(III)(2)(C)(VIII).	NON018
ECM123	PRINT NAME. EC(III)(2)(C)(VIII).	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS001	NOT CRY DURING WASHING AND BATHING. EC (IV)(A)<I>.	
ECS002	ENGAGE IN WATER PLAY. EC (IV)(A)<I>.	ECH086
ECS003	WASH SELF WITH SOAP AND WATER (ASSISTED). EC (IV)(A)<I>.	ECH086
ECS004	CLEAN NOSE WITH KLEENEX (ASSISTED). EC (IV)(A)<I>.	ECH086
ECS005	WASH SELF WITH SOAP AND WATER (UNASSISTED). EC (IV)(A)<I>.	
ECS006	CLEAN NOSE WITH KLEENEX. EC (IV)(A)<I>.	ECH086
ECS007	WASH HANDS AT APPROPRIATE TIMES. EC (IV)(A)<I>.	
ECS008	TURN WATER ON AND OFF. EC (IV)(A)<I>.	ECH086
ECS009	ATTEMPT TO BRUSH HAIR. EC (IV)(A)<II>.	ECH086
ECS010	COOPERATE WITH TOOTH BRUSHING. EC (IV)(A)<II>.	ECH086
ECS011	WASH HANDS WITH SOAP AND WATER (ASSISTED). EC (IV)(A)<II>.	ECH086
ECS012	DRY FACE AND HANDS (ASSISTED). EC (IV)(A)<II>.	ECH086
ECS013	BRUSH TEETH IN IMITATION. EC (IV)(A)<II>.	ECH086
ECS014	BLOW NOSE. EC (IV)(A)<II>.	ECH086
ECS015	WIPE NOSE WHEN REQUESTED. EC (IV)(A)<II>.	ECH086
ECS016	BRUSH TEETH WITH HELP. EC (IV)(A)<II>.	ECH086

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS017	WASH HANDS AND FACE. EC (IV)(A)<II>.	ECH086
ECS018	CLEAN NOSE WITH KLEENEX. EC (IV)(A)<II>.	ECH086
ECS019	BRUSH TEETH AND RINSES MOUTH. EC (IV)(A)<II>.	ECH086
ECS020	WASH SELF WITH SOAP AND WATER. EC (IV)(A)<II>.	ECH086
ECS021	USE HANDKERCHIEF WITHOUT REMINDING. EC (IV)(A)<II>.	ECH086
ECS022	BATHE AND DRY SELF. EC (IV)(A)<II>.	ECH086
ECS023	COVER MOUTH ON REQUEST WHEN COUGHING. EC (IV)(A)<II>.	ECH086
ECS024	COMB AND BRUSHES HAIR. EC (IV)(A)<II>.	ECH086
ECS025	BRUSH TEETH AS TRAINED. EC (IV)(A)<II>.	ECH086
ECS026	REACT TO OR ATTEMPT TO REMOVE WET OR SOILED DIAPER. EC (IV)(A)<III>.	ECH087
ECS027	INDICATE, VERBALLY, A DIRTY DIAPER. EC (IV)(A)<III>.	ECH087
ECS028	REMAIN DRY ONE TO TWO HOUR PERIODS. EC (IV)(A)<III>.	ECH087
ECS029	SHOW INTEREST IN FLUSHING TOILET. EC (IV)(A)<III>.	ECH087
ECS030	MAINTAIN REGULAR BOWEL MOVEMENTS. EC (IV)(A)<III>.	ECH087
ECS031	USE WORDS OR GESTURES INDICATING NEED TO GO TO BATHROOM EVEN IF TOO LATE. EC (IV)(A)<III>.	ECH087

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS032	SIT ON POTTY FIVE MINUTES WITHOUT ASSISTANCE	ECH087
ECS033	FLUSH TOILET. EC (IV)(A)<III>.	ECH087
ECS034	WHEN PLACED ON TOILET, USE APPROPRIATELY. EC (IV)(A)<III>.	ECH087
ECS035	URINATE BY SELF. EC (IV)(A)<III>.	ECH087
ECS036	WIPE SELF (AIDED). EC (IV)(A)<III>.	ECH087
ECS037	VERBALIZE TOILET NEEDS. EC (IV)(A)<III>.	
ECS038	TELL DIFFERENCE BETWEEN BOWEL AND BLADDER MOVEMENTS. EC (IV)(A)<III>.	ECH087
ECS039	CARE FOR DAY TOILET NEEDS. EC (IV)(A)<III>.	ECH087
ECS040	GO TO TOILET (UNASSISTED). EC (IV)(A)<III>.	ECH087
ECS041	HAVE NIGHT BLADDER CONTROL. EC (IV)(A)<III>.	ECH087
ECS042	NOT WET THE BED. EC (IV)(A)<III>.	ECH087
ECS043	WIPE SELF (UNAIDED). EC (IV)(A)<III>.	ECH086
ECS044	ADJUST CLOTHES AFTER GOING TO TOILET. EC (IV)(A)<III>.	
ECS045	USE TOILET PAPER APPROPRIATELY. EC (IV)(A)<III>.	ECH086
ECS046	HOLD OUT ARMS WHILE BEING DRESSED. EC (IV)(B)<I>.	
ECS047	LAY STILL FOR DIAPER CHANGE. EC (IV)(B)<I>.	ECH086

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS048	PULL OFF HAT, SOCKS ON REQUEST. EC (IV)(B)<I>.	ECH088
ECS049	COOPERATE IN DIAPERING AND DRESSING BY MOVING LIMBS. EC (IV)(B)<I>.	ECH086
ECS050	UNDRESS COMPLETELY EXCEPT FOR FASTENINGS. EC (IV)(B)<I>.	ECH088
ECS051	ATTEMPT TO PUT SHOES ON. EC (IV)(B)<I>.	ECH088
ECS052	PUT ON SIMPLE CLOTHES WITHOUT ASSISTANCE (HATS, PANTS, SHOES). EC (IV)(B) <I>.	ECH088
ECS053	PUT ON SHOES AND BOOTS. EC (IV)(B)<I>.	ECH088
ECS054	SELECT APPROPRIATE CLOTHING TO WEAR. EC (IV)(B)<I>.	ECH088
ECS055	DISTINGUISH FRONT AND BACK OF CLOTHING. EC (IV)(B)<I>.	ECH088
ECS056	UNZIP AND ZIP LARGE ZIPPER. EC (IV)(B)<II>.	ECH088
ECS057	UNTIE SHOES, REMOVES SOCKS AND SHOES. EC (IV)(B)<II>.	ECH088
ECS058	UNBUTTON FRONT AND SIDE BUTTONS. EC (IV)(B)<II>.	ECH088
ECS059	PUT LACE THROUGH EYELET. EC (IV)(B)<I>.	ECH088
ECS060	BUTTON THREE FRONT BUTTONS. EC (IV)(B)<I>.	ECH088
ECS061	UNSNAP THREE FASTENED SNAPS. EC (IV)(B)<II>.	ECH088
ECS062	UNDO LARGE BUTTONS, SNAPS, SHOELACES DELIBERATELY. EC (IV)(B)<II>.	ECH088

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS063	LACE SHOES. EC (IV)(B)<II>.	ECH088
ECS064	DRESS SELF - BUTTON/ZIP FRONT. EC (IV)(B)<II>.	ECH088
ECS065	PUT ON AND TIE SHOES. EC (IV)(B)<II>.	ECH088
ECS066	HANG COAT ON LOW HOOK. EC (IV)(B)<III>.	ECH088
ECS067	PUT DIRTY CLOTHES IN HAMPER. EC (IV)(B)<III>.	ECH088
ECS068	HANG COAT ON HANGER. EC (IV)(B)<III>.	ECH088
ECS069	ASSIST IN PUTTING AWAY LAUNDERED CLOTHING IN CORRECT DRAWER. EC (IV)(B) <III>.	ECH088
ECS070	RECOGNIZE NEED FOR CLOTHING REPAIR. EC (IV)(B)<III>.	ECH088
ECS071	SHOW INTEREST IN DEVELOPING SKILLS FOR CLOTHING REPAIR. EC (IV)(B)<III>.	ECH088
ECS072	COORDINATE SUCKING, SWALLOWING AND BREATHING. EC (IV)(C)<I>.	
ECS073	USE SUCKING REFLEX. EC (IV)(C)<I>.	ECH089
ECS074	SWALLOW SOFT FOOD. EC (IV)(C)<I>.	ECH089
ECS075	CLOSE LIPS ON SPOON TO REMOVE FOOD. EC (IV)(C)<I>.	ECH089
ECS076	ALLOW BEING FED WITH SPOON. EC (IV)(C)<I>.	ECH089
ECS077	SWALLOW WITH CLOSED MOUTH. EC (IV)(C)<I>.	ECH086

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS078	MOUTH STRAINED FOOD FED WITH SPOON. EC (IV)(C)<I>.	ECH089
ECS079	USE TONGUE TO MOVE FOOD IN MOUTH. EC (IV)(C)<I>.	ECH089
ECS080	LICK FOOD OFF SPOON. EC (IV)(C)<I>.	ECH086,ECH089
ECS081	"CHEW" MASHED TABLE FOODS. EC (IV)(C)<I>.	ECH089
ECS082	PICK UP SPOON. EC (IV)(C)<I>.	ECH089
ECS083	HOLD BOTTLE. EC (IV)(C)<I>.	ECH089
ECS084	EAT WITH HANDS. EC (IV)(C)<I>.	ECH089
ECS085	FEED SELF WITH FINGERS. EC (IV)(C)<I>.	ECH089
ECS086	HOLD, BITE AND EAT CRACKER. EC (IV)(C)<I>.	ECH089
ECS087	DRINK FROM CUP WITH ASSISTANCE. EC (IV)(C)<I>.	ECH089
ECS088	SUCK THROUGH STRAW. EC (IV)(C)<I>.	ECH089
ECS089	EAT CUT SEMI-SOLID FOOD. EC (IV)(C)<I>.	ECH089
ECS090	DISCRIMINATE EDIBLES/IN-EDIBLES. EC (IV)(C)<I>.	ECH089
ECS091	CHEW SOLID FOOD. EC (IV)(C)<I>.	ECH089
ECS092	FEED SELF WITH SPOON (CEREAL). EC (IV)(C)<I>.	ECH089
ECS093	DRINK FROM CUP WITHOUT ASSISTANCE. EC (IV)(C)<I>.	ECH089

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS094	DRINK FROM GLASS. EC (IV)(C)<I>.	ECH089
ECS095	USE KNIFE (AIDED). EC (IV)(C)<I>.	ECH089
ECS096	USE SPOON AND FORK (APPROPRIATELY). EC (IV)(C)<I>.	ECH089
ECS097	SERVE SELF FROM SERVING DISH. EC (IV)(C)<I>.	ECH089
ECS098	SERVE SELF FOOD. EC (IV)(C)<I>.	ECH089
ECS099	SET TABLE. EC (IV)(C)<I>.	ECH089,ECH028
ECS100	CLEAR TABLE. EC (IV)(C)<I>.	ECH089,ECH028
ECS101	POUR FROM PITCHER. EC (IV)(C)<I>.	ECH089
ECS102	SERVE SELF FROM BOWL AND PASSES BOWL. EC (IV)(C)<I>.	ECH089
ECS103	GET DRINK WITHOUT HELP. EC (IV)(C)<I>.	ECH089
ECS104	GET DRINK FROM FAUCET. EC (IV)(C)<I>.	ECH089
ECS105	USE TABLE KNIFE FOR SPREADING. EC (IV)(C)<I>.	ECH089
ECS106	USE TABLE KNIFE FOR CUTTING. EC (IV)(C)<I>.	ECH089
ECS107	USE TOASTER. EC (IV)(C)<I>.	ECH089
ECS108	PREPARE SIMPLE FOODS. EC (IV)(C)<I>.	ECH089
ECS109	CEASE DROOLING. EC (IV)(C)<II>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS110	USE SPOON TO FEED (NO SPILLING). EC (IV)(C)<I>.	ECH089
ECS111	BEGIN TO USE FORK. EC (IV)(C)<II>.	ECH089
ECS112	KEEP LIPS CLOSED WHILE CHEWING. EC (IV)(C)<III>.	
ECS113	USE NAPKIN. EC (IV)(C)<II>.	ECH086
ECS114	WIPE MOUTH AFTER MEAL. EC (IV)(C)<II>.	ECH086
ECS115	CLEAN UP SPILLS (UNAIDED). EC (IV)(C)<II>.	ECH086
ECS116	USE CUP, GLASS, KNIFE, FORK, SPOON. EC (IV)(C)<II>.	ECH089
ECS117	CLEAR TABLE - CARRIES DISHES TO SINK. EC (IV)(C)<II>.	ECH089
ECS118	CLEAN UP SPILLS (ASSISTED). EC (IV)(D)<I>.	ECH086
ECS119	CLEAN UP SPILLS (UNASSISTED). EC (IV)(D)<I>.	ECH086
ECS120	DUST SHELVES, FURNITURE. EC (IV)(D)<I>.	ECH086
ECS121	TAKE CARE OF SCHOOL ROOM ANIMALS AND PLANTS. EC (IV)(D)<I>.	TMT000
ECS122	ASSIST IN TOY PICKUP. EC (IV)(D)<II>.	NON018
ECS123	PUT AWAY SCHOOL SUPPLIES WITH DIRECTION. EC (IV)(D)<II>.	NON018
ECS124	PUT AWAY SCHOOL SUPPLIES UNASSISTED. EC (IV)(D)<II>.	NON018
ECS125	MAKE UP OWN PLAY ACTIVITIES. EC (IV)(D)<III>.	TMT000

SELF-HELP

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ECS126	PLAY OUTSIDE 1/2 HOUR (ALONE). EC (IV)(D)<III>.	ECH005,ECH008
ECS127	LOOK BOTH WAYS WHEN CROSSING STREET. EC (IV)(D)<III>.	ECH008,ECH005
ECS128	KNOW WHAT TO DO WHEN LOST. EC (IV)(D)<III>.	ECH008,ECH005
ECS129	WALK TO AND FROM SCHOOL. EC (IV)(D)<III>.	ECH008,ECH005
ECS130	KNOW AND DIAL OWN PHONE NUMBER. EC (IV)(D)<III>.	TMT000
ECS131	PLAY WITH SUPERVISION OUTSIDE (1 HOUR). EC (IV)(D)<III>.	
ECS132	VISIT AND RETURN HOME IN NEIGHBORHOOD. EC (IV)(D)<III>.	ECH005,ECH008
ECS133	STATE NEED FOR REST. EC (IV)(D)<III>.	
ECS134	STATE NEED FOR PHYSICAL ACTIVITY. EC (IV)(D)<III>.	
ECS135	BEGIN WORK PROMPTLY. EC (IV)(D)<III>.	
ECS136	NOT DISRUPT OTHERS. EC (IV)(D)<III>.	
ECS137	WORK 15 MINUTES. EC (IV)(D)<III>.	
ECS138	CLEAN UP SPILLS (ASSISTED). EC (IV)(E)<I>.	ECH086
ECS139	CLEAN UP SPILLS (UNASSISTED). EC (IV)(E)<I>.	ECH086
ECS140	SWEEP FLOOR. EC (IV)(E)<I>.	ECH086
ECS141	DUST FURNITURE. EC (IV)(E)<I>.	ECH086

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SELF-HELP	
ECS142	COMPLETE FAMILIAR TASK. EC (IV)(E)<I>.	ECH086
ECS143	ASSIST IN TOY PICK UP. EC (IV)(E)<II>.	NON018
ECS144	MAKE OWN BED. EC (IV)(E)<II>.	NON018
ECS145	PUT AWAY TOYS WITH DIRECTIONS. EC (IV)(E)<II>.	NON018
ECS146	PUT AWAY TOYS (UNASSISTED). EC (IV)(E)<II>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE001	QUIET WHEN PICKED UP. EC (V)(A)<I>.	TMT000
ECE002	QUIET TO FACE OR VOICE. EC (V)(A)<I>.	TMT000
ECE003	RESPOND ACTIVELY TO MOTHER. EC (V)(A)<I>.	
ECE004	SMILE OR VOCALIZE TO TALK AND TOUCH. EC (V)(A)<I>.	TMT000,ECH027
ECE005	REACH FOR FAMILIAR PERSONS. EC (V)(A)<I>.	TMT000
ECE006	SMILE RESPONSIVELY. EC (V)(A)<I>.	TMT000
ECE007	SMILE SPONTANEOUSLY. EC (V)(A)<I>.	TMT000
ECE008	GIVE AFFECTION. EC (V)(A)<I>.	TMT000
ECE009	SHOW AFFECTION TOWARDS STUFFED ANIMALS, DOLLS AND PEOPLE. EC (V)(A)<I>.	TMT000,NON018
ECE010	LEAVE PHYSICAL CONTACT WITH FAMILIAR PERSON MOMENTARILY. EC (V)(A)<I>.	TMT000,NON018
ECE011	PREFER MOTHER'S ASSISTANCE. EC (V)(A)<I>.	
ECE012	TAKE FAVORITE TOYS TO BED. EC (V)(A)<I>.	NON018
ECE013	WATCH OWN HANDS. EC (V)(A)<II>.	NON018,ECH026
ECE014	DISCOVER OWN FEET. EC (V)(A)<II>.	ECH026
ECE015	IDENTIFY SELF IN MIRROR. EC (V)(A)<II>.	ECH028
ECE016	SMILE AT MIRROR IMAGE. EC (V)(A)<II>.	ECH028

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE017	PLAY (UNATTENDED). EC (V)(A)<II>.	ECH028
ECE018	PLAY THROUGH SELF-DIRECTION. EC (V)(A)<II>.	ECH028,NON018
ECE019	ENGAGE IN PARALLEL PLAY. EC (V)(A)<II>.	
ECE020	PLAY ALONE. EC (V)(A)<II>.	TMT000
ECE021	PLAY DIFFERENT GAMES BY SELF. EC (V)(A)<II>.	TMT000,NON018
ECE022	SMILE AT PERSON SPEAKING. EC (V)(A)<III>.	TMT000
ECE023	FOLLOW MOVING PERSON WITH EYES. EC (V)(A)<III>.	TMT000
ECE024	PREFER TO BE WITH PEOPLE. EC (V)(A)<III>.	TMT000
ECE025	REFLECT SILENT ADULT'S SMILE. EC (V)(A)<III>.	TMT000
ECE026	PERFORM FOR SOCIAL ATTENTION. EC (V)(A)<III>.	TMT000
ECE027	PLAY WITH OTHER CHILDREN. EC (V)(A)<III>.	NON018
ECE028	INTERACT WITH OTHER CHILDREN BY TOUCHING, PUSHING, TAKING TOY. EC (V)(A) <III>.	NON018
ECE029	DISCRIMINATE STRANGERS. EC (V)(A)<III>.	TMT000
ECE030	RESPOND TO OTHER'S EXPRESSIONS. EC (V)(A)<III>.	TMT000
ECE031	ENJOY ATTENTION OF GROUP. EC (V)(A)<III>.	TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE032	APPROACH A YOUNG CHILD. EC (V)(A)<III>.	TMT000
ECE033	SHOW APPROPRIATE APPREHENSION OF STRANGERS. EC (V)(A)<III>.	TMT000
ECE034	LIKE FROLIC PLAY. EC (V)(A)<III>.	TMT000
ECE035	DEMONSTRATE SHYNESS WITH STRANGERS. EC (V)(A)<III>.	TMT000
ECE036	INITIATE SOCIAL CONTACT. EC (V)(A)<III>.	TMT000
ECE037	SHARE TOYS, FOOD, ETC. EC (V)(A)<III>.	TMT000
ECE038	SEEK OUT OTHER'S COMPANY. EC (V)(A)<III>.	TMT000
ECE039	WAIT TURN. EC (V)(A)<III>.	TMT000
ECE040	SHARE TOY. EC (V)(A)<III>.	NON018
ECE041	PLAY IN SMALL GROUP. EC (V)(A)<III>.	NON018,TMT000
ECE042	OFFER TOYS TO SHARE. EC (V)(A)<III>.	NON018
ECE043	PLAY WITH CHILDREN OF OTHER SOCIAL AND ETHNIC BACKGROUNDS. EC (V)(A)<III>.	NON018
ECE044	PLAY WITH CHILDREN OF OTHER PHYSICAL AND RACIAL CHARACTERISTICS. EC (V)(A)<III>.	NON018
ECE045	PLAY COOPERATIVELY WITH OTHER CHILDREN BY UNDERSTANDING THE CONCEPT OF SHARING AND TAKING TURNS. EC (V)(A)<III>.	NON018
ECE046	OBSERVE RULES AND TAKING TURNS IN GAMES. EC (V)(A)<III>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE047	WELCOME OPPORTUNITY TO GO SOMEWHERE. EC (V)(A)<III>.	TMT000
ECE048	SHARE AND LISTEN TO OTHER'S IDEAS. EC (V)(A)<III>.	TMT000
ECE049	EXHIBIT GOOD SPORTMANSHIP. EC (V)(A)<III>.	TMT000
ECE050	PLAY ROLE OF BOTH LEADER AND FOLLOWER. EC (V)(A)<III>.	TMT000
ECE051	IMITATE PLAY ACTIVITY. EC (V)(B)<I>.	NON018
ECE052	PLAY HAND GAMES. EC (V)(B)<I>.	ECH008
ECE053	PARTICIPATE IN PAT-A-CAKE AND PEEK-A-BOO GAMES. EC (V)(B)<I>.	ECH008
ECE054	PLAY IMAGINATIVE GAMES, SUCH AS PAT-A-CAKE, PEEK-A-BOO. EC (V)(B)<I>.	ECH008
ECE055	SING WITH GROUP. EC (V)(B)<I>.	ECH005,ECH008
ECE056	TOUCH BODY PARTS ON SELF. EC (V)(B)<II>.	ECH001,ECH002
ECE057	TOUCH BODY PARTS ON OTHERS. EC (V)(B)<II>.	ECH001,ECH002
ECE058	TOUCH BODY PARTS ON DOLL. EC (V)(B)<II>.	ECH001,ECH002
ECE059	TOUCH BODY PARTS ON PICTURE. EC (V)(B)<II>.	ECH001,ECH002
ECE060	TOUCH AND NAME BODY PARTS ON SELF. EC (V)(B)<II>.	ECH001,ECH002
ECE061	TOUCH AND NAME BODY PARTS ON OTHERS. EC (V)(B)<II>.	ECH001,ECH002
ECE062	TOUCH AND NAME BODY PARTS ON DOLL. EC (V)(B)<II>.	ECH001,ECH002

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE063	TOUCH AND NAME BODY PARTS ON PICTURE. EC (V)(B)<II>.	ECH001,ECH002
ECE064	TOUCH, NAME AND TELL FUNCTION OF BODY PARTS ON SELF. EC (V)(B)<II>.	ECH001,ECH002
ECE065	RESPOND TO RHYTHM IN MUSIC USING BODY PARTS (CLAPPING, SNAPPING). EC (V)(B) <III>.	ECH005,ECH008
ECE066	DISCOVER AND EXPLORE PERSONAL BODY PARTS. EC (V)(B)<III>.	ECH001,ECH002
ECE067	PRACTICE SKILLS IN USE OF BODY PARTS. EC (V)(B)<III>.	NON018,ECH005
ECE068	USE BODY PARTS TO ACHIEVE TASKS. EC (V)(B)<III>.	NON018,ECH005
ECE069	DISTINGUISH ANGRY AND FRIENDLY TALKING. EC (V)(C)<I>.	TMT000
ECE070	REACT TO OTHER'S EMOTIONS, SUCH AS ANGER AND PLEASURE. EC (V)(C)<I>.	TMT000
ECE071	WATCH FACE FOR CUES. EC (V)(C)<I>.	TMT000
ECE072	RECOGNIZE OTHERS' EXPRESSED EMOTIONAL RESPONSES. EC (V)(C)<I>.	TMT000,ECH001
ECE073	IDENTIFY LOVE, FEAR, SADNESS, ANGER. EC (V)(C)<I>.	TMT000,ECH001
ECE074	EXPRESS EMOTIONS. EC (V)(C)<II>.	ECH001,ECH003
ECE075	EXPRESS FEELINGS. EC (V)(C)<II>.	ECH001,ECH003
ECE076	VERBALIZE SYMPATHY. EC (V)(C)<II>.	ECH001,TMT000
ECE077	RECOGNIZE CAUSES OF EMOTIONS. EC (V)(C)<II>.	ECH008,TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE078	EXPRESS ANGER VERBALLY. EC (V)(C)<II>.	ECH001,ECH008
ECE079	APOLOGIZE APPROPRIATELY. EC (V)(C)<II>.	ECH008,TMT000
ECE080	GIVE AFFECTION. EC (V)(C)<II>.	TMT000
ECE081	RECOGNIZE WHEN A PERSON OR AN ANIMAL IS HURT OR NEEDS HELP. EC (V)(C)<II>.	TMT000,ECH008
ECE082	SHOW SYMPTOMS OF PITY OR SHAME. EC (V)(C)<II>.	ECH008,TMT000
ECE083	IMITATE PLAY ACTIVITY. EC (V)(D)<I>.	NON018,TMT000
ECE084	PLAY WITH DOLL OR CAR. EC (V)(D)<I>.	NON018
ECE085	PLAY HOUSE. EC (V)(D)<I>.	ECH028,NON018
ECE086	PLAY DRESS UP. EC (V)(D)<I>.	TMT000
ECE087	PLAY TWO ROLES OF MOTHER OR FATHER. EC (V)(D)<I>.	TMT000
ECE088	IMITATE ADULT'S HOUSECLEANING ACTIONS. EC (V)(D)<I>.	ECH028
ECE089	PLAY SIMPLE "PRETEND" GAMES WITH PROPS. EC (V)(D)<I>.	ECH028,TMT000
ECE090	PRETEND TO BE ENGAGED IN FAMILIAR ACTIVITIES (BEING ASLEEP, TELEPHONING). EC (V)(D)<I>.	ECH028,NON018 TMT000
ECE091	DRAMATIZE WHAT SHE/HE KNOWS IN PLAY ACTIVITIES. EC (V)(D)<I>.	ECH028,TMT000
ECE092	TELL YOU ABOUT PERSONAL ACTIVITIES. EC (V)(D)<II>.	TMT000,ECH001

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE093	TELL YOU THE DIFFERENCE BETWEEN WHAT IS REAL AND WHAT IS MAKE BELIEVE. EC (V)(D)<II>.	ECH008,ECH001 ECH003
ECE094	FOLLOW SIMPLE DIRECTIONS. EC (V)(E)<I>.	ECH088,TMT000
ECE095	COMPLETE A PROJECT OR TASK. EC (V)(E)<I>.	NON018,TMT000
ECE096	COMPLETE A LONG TERM PROJECT OR TASK. EC (V)(E)<I>.	NON018,TMT000
ECE097	SHOW PERIODS OF STRONG INDEPENDENCE. EC (V)(E)<II>.	
ECE098	SEPARATE FROM FAMILIAR PERSON IN STRANGE ENVIRONMENT FOR FIVE MINUTES. EC (V)(E)<I>.	TMT000
ECE099	DEMONSTRATE A RECOGNITION OF OWNERSHIP. EC (V)(E)<II>.	ECH008
ECE100	SEEK PRIVACY. EC (V)(E)<II>.	
ECE101	STAND UP FOR RIGHTS. EC (V)(E)<II>.	
ECE102	ACCEPT RESPONSIBILITY FOR PERSONAL BELONGINGS. EC (V)(E)<II>.	ECH008
ECE103	MAKE SIMPLE CHOICES IN FOOD; CLOTHING AND ACTIVITIES. EC (V)(E)<III>.	TMT000
ECE104	CHOOSE TOY INDEPENDENTLY AND BEGINS TO PLAY. EC (V)(E)<III>.	NON018
ECE105	ACCEPT SUGGESTIONS. EC (V)(F)<I>.	
ECE106	CITE PARENTS AS AUTHORITY. EC (V)(F)<I>.	ECH008
ECE107	ACCEPT BEHAVIORAL LIMITS. EC (V)(F)<I>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE108	STAY IN OWN YARD. EC (V)(F)<I>.	
ECE109	OBEY FAMILY'S RULES. EC (V)(F)<I>.	ECH008
ECE110	ACCEPT ROUTINES AND CHANGES. EC (V)(F)<I>.	
ECE111	PLAY NEAR HOME (IN THE YARD, ON THE SIDEWALK) SAFELY WITHOUT GOING INTO THE STREET. EC (V)(F)<I>.	
ECE112	PLAY IN IMMEDIATE NEIGHBORHOOD (UNATTENDED). EC (V)(F)<I>.	
ECE113	HELP SUGGEST FAMILY RULES. EC (V)(F)<I>.	
ECE114	RESIST SUDDEN CHANGE. EC (V)(F)<II>.	
ECE115	LEAVE CONTACT WITH FAMILIAR PERSON REPEATEDLY. EC (V)(F)<II>.	
ECE116	LEAVE PARENT WITHOUT FUSS. EC (V)(F)<II>.	
ECE117	PLAY UNATTENDED. EC (V)(F)<II>.	
ECE118	DISCRIMINATE BETWEEN BOYS AND GIRLS. EC (V)(F)<III>.	ECH005,ECH002
ECE119	IDENTIFY OWN SEX. EC (V)(F)<III>.	ECH005,ECH002
ECE120	IDENTIFY DIFFERENCES BETWEEN MEN AND WOMEN. EC (V)(F)<III>.	ECH001,ECH002
ECE121	ASK TO DO SIMPLE HOUSEHOLD TASKS. EC (V)(F)<IV>.	TMT000,ECH002
ECE122	HELP WITH HOUSEHOLD TASKS WHEN ASKED. EC (V)(F)<IV>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SOCIAL/EMOTIONAL	
ECE123	TAKE RESPONSIBILITY FOR HOUSEHOLD TASKS. EC (V)(F)<IV>.	
ECE124	IDENTIFY SOME COMMUNITY HELPERS. EC (V)(G)<I>.	ECH001,ECH002
ECE125	KNOW TRAFFIC SAFETY RULES. EC (V)(G)<I>.	ECH005,ECH008
ECE126	AVOID DANGEROUS OR UNPLEASANT SITUATIONS. EC (V)(G)<II>.	ECH003,ECH008
ECE127	RECOGNIZE OCCUPATIONAL VEHICLES OF THE CITY (FIRETRUCK, POLICE CAR, AMBULANCE). EC (V)(G)<III>.	ECH001,ECH002 ECH008
ECE128	IDENTIFY COMMUNITY PEOPLE IN THEIR UNIFORMS (POLICEMAN, FIREMAN, NURSE). EC (V)(G)<III>.	ECH001,ECH002 ECH008
ECE129	IDENTIFY FUNCTIONS OF COMMUNITY HELPERS. EC (V)(G)<III>.	ECH001,ECH002
ECE130	IDENTIFY LOCATION OF COMMUNITY HELPERS JOBS. EC (V)(G)<III>.	ECH001,ECH003

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ART	
ECR001	RAMDOMLY SCRIBBLE WITH MARKER IN HAND USUALLY WITH FIST GRASP USING WHOLE ARM MOVEMENT. EC (VI)(1)(A)<I>.	NON013
ECR002	GLUE ITEMS ON PAPER IN ONE LOCATION OF PAGE (USUALLY ALL ITEMS ARE STACKED ON EACH OTHER WITH NO DEFINITE PATTERN AND PASTE IS USED LAVISHLY). EC (VI)(1)(A)<I>.	NON018
ECR003	BEAT AND POUND CLAY, DOUGH, SAWDUST, ETC. FOLLOWED BY BREAKING AND ROLLING. EC (VI)(1)(A)<I>.	NON018,TMT000
ECR004	USE FINGERS, HANDS AND ARMS TO FINGER PAINT (DOES NOT MAKE DEFINITE DESIGN). EC (VI)(1)(A)<I>.	NON018
ECR005	RANDOMLY SPREAD PAINT ON PAPER WITH BRUSH. EC (VI)(1)(A)<I>.	NON018
ECR006	IMITATE HORIZONTAL, VERTICAL AND CIRCULAR SCRIBBLE DIRECTION. EC (VI)(1)(A)<II>.	NON018,TMT000
ECR007	IMITATE HORIZONTAL, VERTICAL AND CIRCULAR LINES. EC (VI)(1)(A)<II>.	NON018
ECR008	GLUE ITEMS ON PAPER SHOWING A PROGRESSION OF SIZES (LARGE OBJECTS ARE AT LARGE END OF PAPER). EC (VI)(1)(A)<II>.	NON018,TMT000
ECR009	PRODUCE DEFINITE LINES AND CIRCLES IN PAINT (EITHER FINGER PAINT OR BRUSH). EC (VI)(1)(A)<II>.	NON018
ECR010	PRODUCE SCRIBBLES USING MARKS, DABS, SCRATCHES, ETC. REPEATED IN ONE AREA. EC (VI)(1)(A)<IV>.	NON018
ECR011	PRODUCE SCRIBBLES THAT ARE MORE ROUNDED. EC (VI)(1)(A)<IV>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ART	
ECR012	PRODUCE OBJECT OUT OF CLAY, AND NAMES IT ALTHOUGH IT DOES NOT APPROXIMATE REALITY. EC (VI)(1)(A)(IV).	NON018
ECR013	PRODUCE DISTINCT CIRCULAR SHAPES. EC (VI)(1)(B)<I>.	NON018,TMT000
ECR014	DRAW CIRCLE AND DECORATE IT WITH LINES, CROSSES AND MARKS. EC (VI)(1)(B) <I>.	NON018,TMT000
ECR015	DRAW VERY SIMPLE MAN BY COMBINING TWO SHAPES (I.E. CIRCLE, LINES, ETC.). EC (VI)(1)(B)<I>.	NON018,TMT000
ECR016	USE CLAY TO REPRESENT SPECIFIC OBJECTS BY PULLING OUT OR ADDING ON DETAILS SUCH AS NOSE, EARS, ARMS, LEGS. EC (VI)(1)(B)<I>.	NON018,TMT000
ECR017	DRAW UNRELATED OBJECTS ON A PAGE AND PLACE SELF IN PICTURE, UNRELATED TO THE OBJECTS. EC (VI)(1)(B)<II>.	NON018,TMT000
ECR018	DRAW A PICTURE OF HIS ENVIRONMENT INCLUDING SELF IN RELATION TO AN OBJECT AND TELLS A COMPLETE STORY. EC (VI)(1)(B)<II>.	NON018
ECR019	USE CLAY TO PRODUCE UNRELATED OBJECTS AND PRODUCES IMAGE OF SELF UNRELATED TO THESE OBJECTS. EC (VI)(1)(B)<II>.	NON018
ECR020	PRODUCE OBJECTS RELATED TO OTHERS AND SELF USING CLAY. EC (VI)(1)(B)<II>.	NON018
ECR021	PRODUCE HUMAN FIGURES BEGINNING WITH VERY SIMPLE, THEN MORE COMPLEX, USING DIFFERENT ART MEDIA (PAINT, CRAYON, CLAY, ETC.). EC (VI)(1)(B)<III>.	NON018
ECR022	PRODUCE REPRESENTATION OF ANIMALS USING ART MEDIA. EC (VI)(1)(B)<III>.	NON018,ECH008
ECR023	PRODUCT DEVELOP CONCEPT OF SIZE AND SHAPE (I.E. GOES FROM LARGE HOUSE, LARGE FLOWERS TO LARGE HOUSE, SMALL FLOWERS, ETC.). EC (VI)(1)(B)<III>.	NON018,ECH008

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ART	
ECR024	CHOOSE COLOR OF ART MEDIA RANDOMLY. EC (VI)(1)(C)<I>.	NON018
ECR025	CHOOSE COLOR OF ART MEDIA IN RELATION TO ACTUAL COLOR OF OBJECT IN NATURE. EC (VI)(1)(C)<I>.	NON018,ECH008
ECR026	PRODUCE OBJECTS ON PAPER WITHOUT REGARD TO BASE LINE. EC (VI)(1)(C)<I>.	NON018
ECR027	PRODUCE OBJECTS ON PAPER USING BASE LINE (I.E. SHOWS GROUND, SKY, ETC.) EC (VI)(1)(C)<I>.	NON018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	DRAMA	
ECR028	PLAY ALONE WITHOUT REFERENCE TO OTHERS. EC (VI)(2)(A)<I>.	
ECR029	PLAY PARALLEL TO OTHERS BUT FREE OF ROLES AND COOPERATION. EC (VI)(2)(A)<I>.	
ECR030	CREATE OWN STORY USING FLANNEL BOARD PIECES. EC (VI)(2)(A)<I>.	ECH008
ECR031	PARTICIPATE IN SIMPLE DRAMATIC PLAY WITH PEERS IMITATING FAMILIAR ROLES. EC (VI)(2)(A)<I>.	
ECR032	CREATE ORIGINAL STORY. EC (VI)(2)(A)<I>.	NON018,ECH001
ECR033	PARTICIPATE IN CHARACTERIZATION IN RHYTHMIC MOVEMENTS (I.E. HOW ANIMAL WALK AND SOUND, WIND BLOWING, RAIN FALLING, ETC.) EC (VI)(2)(A)<II>.	ECH005,ECH008
ECR034	PARTICIPATE IN ACTION SONGS. EC (VI)(2)(A)<II>.	ECH005,ECH004
ECR035	PARTICIPATE IN FINGER PLAYS. EC (VI)(2)(A)<II>.	ECH005,ECH008
ECR036	DRAMATIZE A FAMILIAR STORY WITH MINIMAL DIRECTION FROM TEACHER. EC (VI)(2)(A)<II>.	ECH008,NON018 ECH088
ECR037	PANTOMIME VERSE OR POETRY (NURSERY RHYMES, MOTHER GOOSE, SHORT POEMS). EC (VI)(2)(A)<II>.	ECH008,NON018 ECH088
ECR038	TAKE PART IN CLASSROOM DRAMA EXPERIENCES. EC (VI)(2)(A)<II>.	ECH028,NON018
ECR039	SPEAK IN FRONT OF GROUP. EC (VI)(2)(A)<II>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MUSIC	
ECR040	ENJOY SHORT SONGS ALONE OR WITH ADULT. EC (VI)(3)(A)<I>.	ECH005
ECR041	ENJOY SHORT SONG WITH OTHER CHILDREN. EC (VI)(3)(A)<I>.	ECH005
ECR042	LISTEN AND INDENTIFY WHAT HE HEARS (LOUD, SOFT, FAST, SLOW). EC (VI)(3)(A)<I>.	ECH004,ECH005 ECH006
ECR043	LISTEN FOR AND IDENTIFY DETAILS AND MATCH TONES. EC (VI)(3)(A)<I>.	ECH004,ECH005
ECR044	KEEP "TIME" TO RHYTHMIC BEAT. EC (VI)(3)(A)<I>.	ECH005
ECR045	RECOGNIZE SOUNDS OF VARIOUS INSTRUMENTS. EC (VI)(3)(A)<I>.	ECH004,ECH005
ECR046	NAME FAMILIAR INSTRUMENTS. EC (VI)(3)(A)<I>.	ECH004,ECH005
ECR047	IDENTIFY BACKGROUND SONG WHILE ENGAGED IN ANOTHER ACTIVITY. EC (VI)(3)(A)<I>.	ECH005
ECR048	CHANT AS HE PLAYS. EC (VI)(3)(A)<II>.	
ECR049	EXPERIMENT WITH INSTRUMENTS AND SOUNDS. EC (VI)(3)(A)<II>.	ECH004
ECR050	INVENT NEW WORDS FOR A SONG. EC (VI)(3)(A)<II>.	ECH005
ECR051	MAKE UP EXTRA VERSES FOR SONG. EC (VI)(3)(A)<II>.	ECH005
ECR052	ACCOMPANY SONG WITH INSTRUMENT. EC (VI)(3)(A)<II>.	ECH004,ECH005
ECR053	DRAMATIZE A SONG. EC (VI)(3)(A)<II>.	ECH004,ECH005
ECR054	MANIPULATE AND EXPERIMENT WITH INSTRUMENTS. EC (VI)(3)(A)<II>.	ECH004

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MUSIC	
ECR055	PLAY INSTRUMENT ACCUATELY TO TEMPO OF A SONG. EC (VI)(3)(A)<II>.	ECH004,ECH005
ECR056	MAKE RANDOM MOVEMENTS TO MUSIC USING LARGE MUSCLES. EC (VI)(3)(A)<III>.	ECH008
ECR057	MOVE RHYTHMICALLY IN OWN WAY FOR SHORT TIME. EC (VI)(3)(A)<III>.	ECH005
ECR058	MOVE AT FAST TEMPO. EC (VI)(3)(A)<II>.	ECH005
ECR059	USE BODY MOVEMENTS (CLAPPING, ETC.) TO "KEEP TIME" TO REGULAR BEAT. EC (VI)(3)(A)<III>.	ECH005
ECR060	BE ABLE TO MOVE AT A SLOW TEMPO. EC (VI)(3)(A)<III>.	ECH005
ECR061	BE ABLE TO ADJUST BODY MOVEMENT TO TYPE OF MUSIC (ROCK AND ROLL, CLASSICAL, ETC.). EC (VI)(3)(A)<III>.	ECH005
ECR062	USE INSTRUMENT AS AN ACCOMPANIMENT TO BODY MOVEMENTS (BEAT RHYTHM STICKS WHILE MARCHING). EC (VI)(3)(A)<III>.	ECH004,ECH005
ECR063	SING SPONTANEOUSLY WHILE PLAYING. EC (VI)(3)(A)<IV>.	
ECR064	RESPOND WITH ACTIONS TO SONG SUNG BY ANOTHER. EC (VI)(3)(A)<IV>.	
ECR065	JOIN IN WITH OCCASIONAL WORD OR PHRASE AS ANOTHER SINGS. EC (VI)(3)(A)<IV>.	ECH005
ECR066	SING WITH ADULT OR GROUP BUT NOT ALWAYS IN TIME WITH THEM. EC (VI)(3)(A)<IV>.	ECH005
ECR067	SING WITH ADULT OR GROUP - MATCH TONES. EC (VI)(3)(A)<IV>.	ECH005
ECR068	SING ALONE. EC (VI)(3)(A)<IV>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MUSIC	
ECR069	SELECT AND REQUEST FAVORITE SONGS. EC (VI)(3)(A)<IV>.	ECH005
ECR070	RECOGNIZE SONGS SUNG OR PLAYED BY OTHERS. EC (VI)(3)(A)<IV>.	ECH005

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AUDITORY	
ELR001	IMITATE RHYTHMIC CLAPPING PATTERNS AS DEMONSTRATED BY THE TEACHER. ELA <A> (1) (B).	RDG016,NON004
ELR002	INDICATE "SAME" OR "DIFFERENT" WHEN PRESENTED WITH PAIRS OF FAMILIAR SOUNDS. ELA(A)<3>(A)<I>, ELA<A>(2)(A)<IV>.	RDG012,RDG013
ELR003	BLEND LANGUAGE SOUNDS, GIVEN BY TEACHER, TO FORM WORDS. ELA<A>(3)(A)<I>, ELA<A>(3)(A)<III>.	RDG006,NON004
ELR004	IMITATE OR REPEAT VARIATIONS IN PITCH PRESENTED BY TEACHER WITH PITCH REPRODUCTIONS BEING ACCURATE. ELA<A>(1)(B).	NON004,RDG016
ELR005	GIVEN THE INITIAL WORD, SUPPLY A RHYMING WORD. ELA<A>(3)(B)<II>.	RDG015,RDG016
ELR006	IDENTIFY LIKENESSES AND DIFFERENCES IN THE INITIAL SOUNDS OF WORDS BY POINTING CORRECTLY TO THE PRINTED WORD PRONOUNCED BY THE TEACHER CORRECTLY. ELA<A>(3)(A)<II>, ELA<A>(3)(A)<I>.	RDG015
ELR007	REPEAT A STANDARD 4-LINE NURSERY RHYME CORRECTLY. ELA<A>(3)(C)<V>.	NON004
ELR008	SING A SIMPLE SONG, IN A GROUP OF SINGERS. ELA<A>(1)(A)<IV>.	NON004
ELR009	WHEN GIVEN A MODEL, REPEAT A 4-DIGIT SEQUENCE. ELA<A>(3)(C)<II>.	NON004,RDG016
ELR010	COUNT BY ROTE TO 20. ELA<A>(3)(C)<III>.	NON004
ELR011	WHEN REQUESTED TO PERFORM FOUR FAMILIAR ACTIONS, COMPLETE THE FOUR-STEP INSTRUCTION. ELA<A>(3)(C)<III>, ELA<A>(1)(C).	NON007
ELR012	UPON REQUEST, POINT TO HIS/HER NAME IN A GROUP OF OTHER STUDENT NAMES. ELA<A>(3)(A)<II>.	NON004

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AUDITORY	
ELR013	WHEN SHOWN A CARD WITH HIS/HER NAME PRINTED ON IT, NAME THE LETTERS IN CORRECT SEQUENCE. ELA<A>(3)(A)<II>.	NON004
ELR014	INDICATE "SAME" OR "DIFFERENT" WHEN PRESENTED WITH PAIRS OF SPOKEN ONE SYLLABLE WORDS. ELA<A>(3)(A)<I>.	NON004
ELR015	IDENTIFY THE INITIAL CONSONANT SOUNDS IN WORDS BY POINTING TO THE PRINTED WORD PRONOUNCED BY THE TEACHER. ELA<A>(4)(C)<II>.	RDG026
ELR016	WHEN PRESENTED A PRINTED LETTER, PRODUCE THE SOUND MADE BY THAT CONSONANT. THE USUAL ORDER OF ACQUISITION IS: P B M W H/T D N K NG Y/ F J WH S Z/V TH SH L/CH R/PL BR ST SP STR TR BL. ELA<A>(3)(A)<I>, ELA<A>(3)(A)<II>.	RDG026
ELR017	UPON REQUEST, RECALL AND RECITE THE ALPHABET, IN SEQUENCE. ELA<A>(3)(C) <II>.	NON004

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL	
ELR086	WHEN PRESENTED WITH 7 COLOR SAMPLES, NAME EACH COLOR CORRECTLY. ELA<A>(3)(C)<II>.	RDG013,RDG018
ELR088	IDENTIFY BY POINTING TO AND NAMING THE COINS (PENNY, NICKLE, DIME) CORRECTLY. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR090	GIVEN 3 CONCRETE OBJECTS, COUNT THEM CORRECTLY. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR092	GIVEN 15 OBJECTS OR PICTURES IN 3 DIFFERENT CATEGORIES, SORT INTO CATEGORIES. ELA<A>(3)(A)<II>.	RDG008,RDG018
ELR094	GIVEN A 4 INCH LINE AND A 2 INCH LINE DRAWN ON A PAGE, CORRECTLY IDENTIFY THE "LONG" LINE. ELA<A>(3)(A)<II>.	RDG008,RDG018
ELR096	GIVEN 30 BLOCKS (10 EACH SMALL, MEDIUM, AND LARGE), CORRECTLY SORT BLOCKS OF THE SAME SIZE. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR098	GIVEN 30 SHAPES (10 EACH OF CIRCLE, SQUARE, AND TRIANGLE), CORRECTLY SORT OBJECTS OF THE SAME SHAPE. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR100	UPON REQUEST, RAISE HIS/HER RIGHT HAND - LEFT HAND. ELA<A>(2)(A)<I>, ELA <A>(1)(C).	NON012,NON018
ELR102	GIVEN 10 OBJECTS, COUNT THEM CORRECTLY. ELA<A>(3)(A)<II>.	RDG018
ELR104	RESPOND TO DIRECTION PREPOSITIONS BY PLACING OBJECTS "ON", "IN", "UNDER", "BESIDE", AND "BEHIND". ELA<A>(2)(A)<I>.	RDG018
ELR106	GIVEN A MODEL OF A CIRCLE, REPRODUCE AN ACCEPTABLE FACSIMILE. ELA<A>(3)(C)<II>.	RDG018,RDG022

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VISUAL	
ELR108	GIVEN A MODEL OF A CROSS, REPRODUCE AN ACCEPTABLE FACSIMILE. ELA<A>(3)(C)<II>.	RDG018,RDG022
ELR110	GIVEN A MODEL OF A SQUARE, REPRODUCE AN ACCEPTABLE FACSIMILE. ELA<A>(3)(C)<II>.	RDG018,RDG022
ELR112	GIVEN A MODEL OF A TRIANGLE, REPRODUCE AN ACCEPTABLE FACSIMILE. ELA<A>(3)(C)<II>.	RDG018,RDG022
ELR114	GIVEN A MODEL OF A SLANTED LINE, REPRODUCE AN ACCEPTABLE FACSIMILE. ELA<A>(3)(C)<II>.	RDG018,RDG022
ELR116	GIVEN A MODEL OF A DIAMOND (IN A HEAVY, BROAD OUTLINE), TRACE THE DIAMOND WITHOUT GETTING OFF THE TRACING LINE. ELA<A>(3)(C)<II>.	RDG018,RDG022 RDG023
ELR118	DEMONSTRATE CORRECT PENCIL POSITION (PENCIL HELD BETWEEN THE THUMB, FIRST, AND SECOND FINGERS). ELA (A)(2)(A)(I).	RDG025,NON004
ELR120	DEMONSTRATE A PREFERENCE FOR EITHER THE RIGHT HAND OR THE LEFT HAND IN WRITING SKILLS. ELA<A>(2)(A)<I>.	RDG018,RDG025 RDG012
ELR122	DRAW, UPON REQUEST, A STICK FIGURE WHICH INCLUDES HEAD, TORSO, ARMS, LEGS, HANDS, AND FEET. ELA<A>(2)(A)<I>.	RDG018,RDG023
ELR124	DEMONSTRATE THE CONCEPTS OF LEFT-RIGHT TERMS OF DIRECTION BY FOLLOWING A SERIES OF INSTRUCTIONS INVOLVING BODY MOVEMENT. ELA<A>(2)(A)<I>.	RDG006,RDG018
ELR126	PRINT HIS/HER FIRST AND LAST NAME CORRECTLY. ELA<A>(4)(C)<III>.	NON004
ELR128	GIVEN A GROUP OF 4 DESIGNS THAT INCLUDES ONE DISSIMILAR DESIGN, THE STUDENT WILL IDENTIFY THE ONE THAT DOES NOT BELONG. ELA<A>(3)(A)<II>.	RDG020,RDG021 RDG022

COMPREHENSION

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELR018	WITHOUT A PICTURE CUE, DEFINE NOUNS (FAMILIAR IN HIS/HER SETTING) ACCORDING TO FUNCTION. ELA<A>(3)(C)<II>.	RDG006,RDG010
ELR019	WHEN GIVEN 20 PICTURES, CLASSIFY INTO FIVE CATEGORIES. ELA<A>(2)(B)<I>.	NON012,NON004
ELR020	GIVEN 20 OBJECTS OR PICTURES, CLASSIFY THEM ACCORDING TO TWO PROPERTIES (FURRY ANIMAL, TWO-LEGGED ANIMAL, WOODEN FURNITURE,ETC.). ELA<A>(2)(B)<I>.	NON012,NON004
ELR021	GIVEN FIVE PICTURES, CHOOSE THE ONE THAT BEST MATCHES THE MEANING OF THE SENTENCE READ TO HIM/HER. ELA<A>(1)(C).	RDG006,RDG026
ELR022	IDENTIFY ANALOGIES (DAY IS TO NIGHT, AS SUN IS TO ?,ETC.). ELA<A>(1)(C).	RDG018,RDG022
ELR023	ASSOCIATE PAIRED ITEMS/PICTURES (TOOTHPASTE-TOOTHBRUSH, COMB-BRUSH, ETC.) CORRECTLY. ELA<A>(2)(B)<I>.	RDG018,RDG022
ELR024	HAVING LISTENED TO A SIMPLE (ACTION, CAUSE AND EFFECT) STORY, ACT OUT THE SEQUENCE OF THE STORY CORRECTLY. ELA<A>(3)(C)<V>.	RDG009
ELR025	HAVING LISTENED TO A SIMPLE (ACTION, CAUSE AND EFFECT) STORY, RECALL AND STATE THE SEQUENCE OF EVENTS CORRECTLY. ELA<A>(3)(C)<III>.	RDG018
ELR026	GIVEN 5 FAMILIAR WORDS AND ILLUSTRATIONS, CORRECTLY PAIR THE WORDS WITH THE MATCHING PICTURE. ELA<A>(2)(B)<I>.	RDG026
ELR027	HAVING LISTENED TO A SIMPLE STORY, ANSWER THREE FACTUAL QUESTIONS REGARDING DETAILS OF THE STORY. ELA<A>(3)(C)<II>.	RDG026,RDG027
ELR028	HAVING LISTENED TO A SHORT STORY (2 CHARACTERS, 5-7 ACTIONS, CAUSE AND EFFECT), RELATE THE STORY SEQUENCE CORRECTLY. ELA<A>(3)(C)<V>, ELA<A>(3)(C)<III>.	RDG026,RDG027

COMPREHENSION

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELR030	READ PRINTED NUMERALS, IN RANDOM ORDER. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR032	READ LOWER CASE LETTERS, IN RANDOM ORDER. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR034	READ UPPER CASE LETTERS, IN RANDOM ORDER. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR036	WRITE LOWER CASE LETTERS, FROM DICTATION IN RANDOM ORDER. ELA<A>(3)(A)<II>.	NON004,RDG018
ELR038	WRITE UPPER CASE LETTERS, FROM DICTATION IN RANDOM ORDER. ELA<A>(3)(A)<II>.	NON004,RDG018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR288	AFTER HEARING A CERTAIN SELECTION AND GIVEN A SET OF PICTURES, CHOOSE THE PICTURE ILLUSTRATING THE MAIN IDEA FOR SELECTION HEARD. ELA <B>(3)(C)<I>.	RDG029,RDG031 RDG033
ELR290	AFTER HEARING AN ORAL COMMUNICATION, RECALL DETAILS. ELA <B>(3)(C)<II>.	TMT000
ELR292	WHEN ASKED A QUESTION REGARDING A STORY, GIVE AN APPROPRIATE RESPONSE. ELA <B>(3)(C).	RDG031,RDG055
ELR294	WHEN GIVEN A SET OF PICTURES AND HEARING A SELECTION, SEQUENCE THE PICTURES FOR THE SELECTION HEARD. ELA <B>(3)(C)<III>.	RDG031,RDG055
ELR296	GIVEN MATERIAL ON FIRST GRADE COMPREHENSION LEVEL, IDENTIFY CAUSE AND EFFECT USING PICTURES. ELA <B>(3)(C)<VI>.	RDG031,RDG041
ELR298	READ ORALLY AT FIRST GRADE LEVEL. ELA <B>(3)(C)<VI>.	RDG037,RDG041

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR338	AFTER THE TEACHER HAS READ A SELECTION, CHOOSE A MAIN IDEA FROM THE SELECTION. ELA (C)(3)(C)<I>.	RDG036,RDG037
ELR340	UPON HEARING AN ORAL COMMUNICATION, RECALL DETAILS. ELA (C)(3)(C)<II>.	RDG036,RDG037
ELR342	UPON HEARING A SELECTION, RESPOND TO QUESTIONS WHO, WHAT, WHERE, WHY, AND WHEN. ELA (C)(3)(C)<II>.	RDG039,RDG034
ELR344	AFTER HEARING A SELECTION, SEQUENCE SENTENCES FROM THE SELECTION. ELA (C)(3)(C)<III>.	RDG031,RDG043
ELR346	AFTER HEARING A SENTENCE ON A SECOND GRADE LEVEL COMPREHENSION, IDENTIFY CAUSE AND EFFECT. ELA (C)(3)(C)<VI>.	RDG055,RDG034
ELR348	AFTER HEARING A SELECTION, PREDICT AN APPROPRIATE OUTCOME FOR THE SELECTION. ELA (C)(3)(C)<VII>.	RDG055,RDG036
ELR350	AFTER HEARING A SELECTION, DISTINGUISH BETWEEN REAL/MAKE-BELIEVE IN THE SELECTION. ELA <C>(3)(C)<IV>.	RDG055,RDG036
ELR352	GIVEN A LIST OF WORDS, CLASSIFY THE WORDS. ELA <C>(3)(B)<III>.	RDG033,RDG037
ELR354	AFTER HEARING A SELECTION, CHOOSE A WORD EXPRESSING A CHARACTER'S FEELINGS. ELA <C>(3)(E)<VII>.	RDG041,RDG033
ELR356	GIVEN A SELECTION, READ ORALLY AT SECOND GRADE LEVEL. ELA <C>(3)(D)<II>.	RDG055,RDG048

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR400	AFTER READING A PARAGRAPH, CHOOSE THE MAIN IDEA FOR THE PARAGRAPH READ. (3)(C)<I>.	RDG036
ELR402	AFTER HEARING AN ORAL COMMUNICATION, RECALL THE DETAILS. ELA (3)(C)<II>.	RDG031,RDG033
ELR404	GIVEN A SELECTION TO READ, RESPOND TO QUESTIONS WHO, WHAT, WHEN, WHERE, WHY FOR THE SELECTION READ. ELA (3)(C)<II>, ELA (3)(C)<IV>.	RDG036,RDG055
ELR406	GIVEN A SELECTION TO READ, LOCATE A RESPONSE TO A FACTUAL QUESTION. ELA (3)(C)<II>.	RDG036,RDG055
ELR408	AFTER READING A SELECTION, SEQUENCE SENTENCES FOR THE SELECTION READ. ELA (3)(C)<III>.	RDG036,RDG055
ELR410	AFTER READING A SENTENCE, IDENTIFY CAUSE AND EFFECT. ELA (3)(C)<VI>.	RDG055,RDG036
ELR412	AFTER READING A SELECTION, PREDICT THE OUTCOME. ELA (3)(C)<VII>.	RDG055,RDG036
ELR414	GIVEN A SERIES OF STATEMENTS, IDENTIFY THE STATEMENTS AS FACT OR OPINION. ELA (3)(C)<IV>.	RDG055,RDG036
ELR416	AFTER READING A SELECTION, DISTINGUISH REAL/MAKE-BELIEVE IN THE SELECTIONS. ELA (3)(C)<IV>.	RDG055,RDG036
ELR418	WHEN READING A SELECTION, RECOGNIZE QUOTATION MARKS AS INDICATING DIRECT QUOTES. ELA (4)(C)<III>.	RDG033,RDG055
ELR420	GIVEN A LIST OF SENTENCES CONTAINING PRONOUNS, NAME THE ANTECEDENT FOR A GIVEN PRONOUN. ELA (5)(E).	RDG033,RDG034
ELR422	READ ORALLY AT THIRD GRADE LEVEL WITH ADEQUATE PROFICIENCY. ELA (3)(D)<II>, ELA (3)(B)<III>.	RDG055,RDG048

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR472	READ A SHORT SELECTION AND IDENTIFY THE MAIN IDEA. ELA (3)(C)<I>.	RDG036
ELR474	SUMMARIZE THE MAIN IDEAS FROM A READING SELECTION. ELA (3)(C)<V>.	RDG055,RDG034
ELR476	AFTER READING A SELECTION, RESPOND TO QUESTIONS ON WHO, WHAT, WHERE, WHY, AND WHEN. ELA (3)(C)<VIII>. ELA (3)(C)<VI>.	RDG043,RDG034 RDG036
ELR478	AFTER HEARING AN ORAL COMMUNICATION, IDENTIFY SPECIFIC DETAILS OF THE COMMUNICATION. ELA (3)(C)<II>.	RDG055,RDG033
ELR480	WHILE HEARING AN ORAL COMMUNICATION, FOLLOW IN SEQUENCE THE PARTS OF THE COMMUNICATION. ELA (3)(C)<III>.	RDG055,RDG043
ELR482	AFTER READING A SELECTION, IDENTIFY THE IMPLIED MAIN IDEA. ELA (3)(C)<I>.	RDG036,RDG033
ELR484	GIVEN A STORY TO READ, PREDICT THE OUTCOME. ELA (3)(C)<VII>.	RDG055,RDG041
ELR486	GIVEN A SERIES OF SENTENCES, IDENTIFY CAUSE AND EFFECT AS EXPRESSED IN THE SENTENCE. ELA (3)(C)<VI>.	RDG036,RDG043
ELR488	GIVEN A SERIES OF STATEMENTS, IDENTIFY STATEMENT AS FACT OR OPINION. ELA (3)(C)<IV>.	RDG033,RDG036
ELR490	GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN REAL AND MAKE-BELIEVE. ELA (3)(C)<IV>.	RDG036,RDG048
ELR492	GIVEN A SELECTION, SUPPLY THE MISSING WORD IN A SENTENCE THROUGH CONTEXT CLUES. ELA (3)(B)<III>.	RDG036
ELR494	GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN THAT WHICH IS STATED AND IMPLIED. ELA (3)(C)<I>, ELA (3)(C)<II>.	RDG036,RDG048

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR496	GIVEN A SELECTION TO READ, DEMONSTRATE HIS/HER UNDERSTANDING OF FIGURATIVE LANGUAGE. ELA (3)(E)<I>.	RDG055,RDG036
ELR498	GIVEN A SELECTION, READ AT FOURTH GRADE LEVEL. ELA (3)(D)<II>, ELA (3)(B)<III>.	RDG055

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR532	GIVEN A SELECTION, EMPLOY CONTEXT CLUES AS A WORD RECOGNITION TECHNIQUE. ELA (3)(A)<II>, ELA (3)(B)<II>, ELA (3)(B)<III>.	RDG036,RDG048
ELR534	AFTER READING A SELECTION, IDENTIFY THE MAIN IDEA OF THE SELECTION READ. ELA (3)(C)<I>.	RDG043,RDG037
ELR536	AFTER READING A SELECTION, SUMMARIZE THE MAIN IDEAS. ELA (3)(C)<II>, ELA (3)(C)<V>.	RDG036,RDG037
ELR538	WHEN GIVEN THE MAIN IDEAS FROM A READING SELECTION, RESTATE THE MAIN IDEAS. ELA (3)(C)<II>, ELA (3)(C)<V>.	RDG045,RDG036
ELR540	AFTER READING A GIVEN SELECTION, ARRANGE IN SEQUENCE A SERIES OF EVENTS FROM THE SELECTION. ELA (3)(C)<III>.	RDG036,RDG037
ELR542	AFTER READING A SELECTION, RESPOND TO QUESTIONS OF WHO, WHAT, WHERE, WHY AND WHEN. ELA (3)(C)<II>, ELA (3)(E)<IV>.	RDG036,RDG037
ELR544	WHEN GIVEN A FIFTH GRADE READING SELECTION, READ AT THAT GRADE LEVEL. ELA (3)(D)<II>.	RDG055,RDG056
ELR546	WHEN GIVEN A SELECTION, READ THE SELECTION AND IDENTIFY THE IMPLIED MAIN IDEA. ELA (3)(C)<I>.	RDG055,RDG056 RDG036
ELR548	AFTER READING A SELECTION, PREDICT THE OUTCOME OF THE STORY. ELA (3)(C)<VII>.	RDG043,RDG055
ELR550	GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN CAUSE AND EFFECT. ELA (3)(C)<VI>.	RDG036,RDG055
ELR552	GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN FACT AND OPINION. ELA (3)(C)<IV>.	RDG037,RDG045

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR554	GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN REAL AND MAKE-BELIEVE. ELA (3)(C)<IV>.	RDG055,RDG036 RDG043
ELR556	WHEN GIVEN A PARAGRAPH WITH MISSING WORDS, SUPPLY THE MISSING WORDS THROUGH CONTEXT CLUES. ELA (3)(B)<II>.	RDG055,RDG036
ELR558	WHEN READING A SELECTION, DETERMINE THE MEANING OF AN UNKNOWN WORD THROUGH CONTEXT CLUES. ELA (3)(B)<II>.	RDG036,RDG039
ELR560	WHEN GIVEN A SELECTION TO READ CONTAINING WORDS WITH MULTIPLE MEANINGS, DEFINE THE WORDS THROUGH CONTEXT. ELA (3)(B)<II>.	RDG036,RDG040 RDG039
ELR562	WHEN GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN THAT WHICH IS STATED AND IMPLIED. ELA (3)(C)<I>.	RDG036,RDG055
ELR564	IN A GIVEN SELECTION, IDENTIFY PERSUASIVE LANGUAGE. ELA (3)(C)<X>.	RDG055,RDG039

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR604	WHEN GIVEN A SELECTION TO READ, DEMONSTRATE HIS/HER ABILITY TO EMPLOY CONTEXT CLUES AS A WORD RECOGNITION TECHNIQUE. ELA (3)(A)<II>, ELA (3)(B)<II>.	RDG036,RDG048
ELR606	WHEN GIVEN A SELECTION TO READ, INDENTIFY MAIN IDEA(S) AND SUPPORTING DETAILS OF THE SELECTION. ELA (3)(C)<I>.	RDG037,RDG036 RDG038,RDG043
ELR608	WHEN GIVEN A SELECTION TO READ, SUMMARIZE THE MAIN IDEAS FROM THE READING SELECTION. ELA (3)(C)<V>, ELA (3)(C)<II>.	RDG036,RDG037
ELR610	WHEN GIVEN A SERIES OF EVENTS FROM A SELECTION READ, ARRANGE THE SERIES OF EVENTS IN SEQUENCE. ELA (3)(C)<III>.	RDG036
ELR612	WHEN GIVEN A GROUP OF SENTENCES, CLASSIFY THE SENTENCES RELATING TO A SPECIFIC TOPIC. ELA (3)(C)<II>.	RDG036,RDG037
ELR614	AFTER READING A SELECTION, RESPOND TO QUESTIONS, WHO, WHAT, WHERE, WHY, WHEN. ELA (3)(C)<II>.	RDG036,RDG037
ELR616	WHEN GIVEN A SELECTION TO READ, IDENTIFY THE IMPLIED MAIN IDEA. ELA (3)(C) <I>.	RDG036,RDG055 RDG056,RDG035
ELR618	WHEN GIVEN A STORY TO READ, PREDICT THE OUTCOME. ELA (3)(D)<II>.	RDG036,RDG055
ELR620	WHEN GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN CAUSE AND EFFECT. ELA (3)(D)<VI>.	RDG036,RDG043 RDG055
ELR622	WHEN GIVEN A LIST OF STATEMENTS, IDENTIFY THEM AS TO FACT OR OPINION. ELA (3)(D)<IV>.	RDG036,RDG047 RDG055
ELR624	WHEN GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN FANTASY AND REALITY. ELA (R)(D)<IV>.	RDG036,RDG043 RDG055

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
ELR626	WHEN GIVEN A PARAGRAPH WITH MISSING WORDS, SUPPLY THE MISSING WORDS THROUGH USE OF CONTEXT CLUES. ELA (3)(B)<II>.	RDG055,RDG036
ELR628	WHEN GIVEN A SELECTION TO READ, DISTINGUISH BETWEEN THAT WHICH IS STATED AND IMPLIED. ELA (3)(C)<I>, ELA (3)(C)<VIII>, ELA (3)(C)<IX>.	RDG055
ELR630	IN A GIVEN SELECTION, DEFINE, THROUGH CONTEXT, WORDS HAVING MULTIPLE MEANINGS. ELA (3)(B)<II>, ELA (3)(B)<IV>.	
ELR632	IN A GIVEN SELECTION, IDENTIFY PERSUASIVE LANGUAGE. ELA (3)(C)<X>.	RDG055,RDG039

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
ELR040	USE REGULAR PAST TENSE VERB FORMS IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG005,RDG006
ELR042	USE REGULAR PLURALS IN HIS/HER INFORMAL SPEECH. ELA<A>(5)	RDG005,RDG006
ELR044	USE CONTRACTIONS IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG011,RDG005
ELR046	USE POSSESSIVES IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG011,RDG005
ELR048	USE "AND" TO JOIN CLAUSES IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG011,RDG005
ELR050	USE COMPOUND SENTENCES IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG011,RDG005
ELR052	ADD CLAUSES (ADVERBIAL) TO SIMPLE SENTENCES IN SPEECH. ELA<A>(5).	RDG011,RDG005
ELR054	USE QUESTIONS ASKING WHY, WHERE, WHEN, WHAT, AND WHICH IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG011,RDG005
ELR056	USE HELPING VERBS IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG005,RDG006
ELR058	USE COMPARATIVE ADJECTIVES IN HIS/HER INFORMAL SPEECH. ELA<A>(5).	RDG005,RDG006
ELR060	USE COMPLETE SIMPLE SENTENCES IN INFORMAL SPEECH. ELA<A>(5).	RDG005,RDG006
ELR062	ASK SIMPLE QUESTIONS IN INFORMAL SPEECH. ELA<A>(5).	RDG005,RDG006
ELR064	USE SIMPLE FUTURE TENSE IN INFORMAL SPEECH. ELA<A>(5).	RDG005,RDG006
ELR066	USE "SO", "IF", AND "BECAUSE" AS CONJUNCTIONS IN INFORMAL SPEECH. ELA<A>(5).	RDG005,RDG006
ELR068	USE NEGATIVES IN SENTENCES. ELA<A>(5).	RDG005,RDG006

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
ELR070	ARTICULATE CONSONANTS CORRECTLY. ELA<A>(5).	RDG005,RDG006
ELR072	NAME 10 BODY PARTS FROM THE FOLLOWING 15: FINGER, THUMB, TOES, NECK, STOMACH, CHEST, BACK, KNEE, CHIN, HEEL, FINGERNAILS, ELBOW, ANKLE, JAW, SHOULDER. ELA<A>(3)(B)<I>.	NON008,RDG004 RDG005
ELR074	DESCRIBE OBJECTS, USING 3 DESCRIPTORS. ELA<A>(5).	NON012
ELR076	DESCRIBE A COMPOSITE PICTURE, NAMING OBJECTS AND THEIR RELATIONSHIP TO EACH OTHER, AS WELL AS EXPLAINING "WHAT'S HAPPENING". ELA<A>(5).	NON012
ELR078	VERBALIZE RELATIONSHIPS BETWEEN OBJECTS (SADDLE-HORSE, BUTTER-BREAD, ETC.) ELA<A>(5).	NON012,RDG022
ELR080	STATE, DESCRIBE, OR ILLUSTRATE OPPOSITES. ELA<A>(5).	NON012,RDG022
ELR082	USE SIX-WORD SENTENCES, WHEN GIVEN A MODEL. ELA<A>(5).	NON012,RDG006
ELR084	UPON REQUEST, STATE SPECIFIC PERSONAL INFORMATION (FIRST AND LAST NAME, AGE, ADDRESS, PHONE NUMBER, PARENT'S FIRST NAMES, NAMES OF SIBLINGS, PETS). ELA<A>(2)(B)<I>.	NON004,RDG006

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
ELR164	UPON HEARING A SERIES OF SOUNDS, IDENTIFY THE SOUNDS AS SAME OR DIFFERENT. ELA (2)(B)<I>, ELA (2)(A)<IV>, ELA (2)(A)<III>, ELA (2)(A)<II>.	RDG016,RDG013
ELR166	STATE COMPLETE NAME AND AGE. ELA (2)(A)<III>, ELA (2)(A)<IV>, ELA (3)(C)<II>.	RDG005
ELR168	WHEN THE STUDENT HAS HEARD A SHORT STORY, PARAPHRASE THE MAIN IDEA. ELA (3)(C)<I>, ELA (3)(C)<II>.	RDG009,RDG011 RDG005
ELR170	WHEN SHOWN A SIMPLE PICTURE, TELL A THREE-SENTENCE STORY ABOUT THAT PICTURE. ELA (3)(B)<I>, ELA (3)(C)<I>, ELA (3)(C)<V>.	RDG009,RDG011 RDG005
ELR172	WHEN GIVEN 12 OBJECTS OF THREE DIFFERENT COLORS, SORT BY COLOR. ELA (1)(C), ELA (3)(A)<II>.	RDG018
ELR174	GIVEN PICTURES OR OBJECTS OF RED, BLUE, GREEN AND YELLOW, POINT TO THE CORRECT COLOR UPON REQUEST. ELA (1)(C), ELA (3)(A)<II>.	RDG018
ELR176	GIVEN PICTURES OF FIVE DIFFERENT NURSERY RHYMES, REPEAT THE RHYME REQUESTED BY THE TEACHER. ELA (1)(B), ELA (1)(C), ELA (1)(A)<III>.	RDG005

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
ELR214	FOLLOW A ONE-STEP ORAL DIRECTION. ELA (1)(A), ELA (1)(C).	RDG005,RDG023
ELR216	REPEAT A POEM OR RHYME. ELA (2)(B)<II>.	RDG014
ELR218	WHEN SHOWN COMMONLY SEEN OBJECTS, NAME THE OBJECTS. ELA (2)(A)<IV>.	RDG008,RDG014
ELR220	SPEAK IN COMPLETE SENTENCES WHEN APPROPRIATE, WITH COMPLETE ACCURACY. ELA (2)(A)<II>, ELA (2)(A)<III>, ELA (2)(A)<IV>, ELA (3)(B)<I>.	RDG005,RDG010
ELR222	WHEN ASKED, PARTICIPATE IN A GROUP DISCUSSION. ELA (2)(A)<IV>.	RDG011
ELR224	AFTER HEARING AN ORAL COMMUNICATION, RECALL TWO DETAILS OF THE ORAL COMMUNICATION. ELA (3)(C)<II>.	RDG009,RDG011
ELR226	USE VOCABULARY APPROPRIATE TO AGE AND SITUATION. ELA (3)(B)<I>.	RDG009,RDG010
ELR228	WHEN APPROPRIATE, EXPRESS PERSONAL NEEDS. ELA (2)(A)<II>.	NON004
ELR230	THE STUDENT WILL USE COURTEOUS SPEECH. ELA (2)(B).	NON004
ELR232	PANTOMIME COMMON ACTIONS. ELA (2)(A)<I>.	NON012
ELR234	USING THREE OBJECTS, PLACE THEM IN THE ORDER STATED. ELA (3)(C)<III>.	RDG008,RDG005
ELR236	PLACE OBJECTS ON, UNDER, BESIDE AND BEHIND. ELA (3)(D).	RDG004,RDG005
ELR238	WHEN SHOWN A SET OF PICTURES, MATCH THE SPOKEN WORDS TO THE APPROPRIATE PICTURES. ELA (3)(B)<I>.	NON004,RDG005
ELR240	RECOGNIZE HIS/HER NAME IN PRINT. ELA (4)(C)<II>.	NON004,RDG005

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COGNITIVE	
ELR158	WHEN GIVEN AN OBJECT, DESCRIBE THE OBJECT AS SOFT/HARD. ELA (2)(A)<III>, ELA (2)(A)<IV>.	RDG013,NON004
ELR160	WHEN GIVEN AN OBJECT, DESCRIBE THE OBJECT AS COLD/HOT. ELA (2)(B)<I>. ELA (2)(A)<IV>.	RDG016,RDG013
ELR162	UPON HEARING A CERTAIN SOUND, DESCRIBE THE SOUND AS LOUD/SOFT. ELA (2)(B)<I>, ELA (2)(A)<IV>, ELA (2)(A)<III>, ELA (2)(A)<II>.	RDG008,RDG014 RDG015

COGNITIVE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELR194	USING FOUR PRIMARY COLORS, SORT OBJECTS BY COLOR. ELA (1)(C), ELA (3)(A)<II>.	RDG018,RDG025
ELR196	USING THREE SIZED OBJECTS (S,M,L), SORT OBJECTS BY SIZE. ELA (1)(C), ELA (3)(A)<II>.	RDG018,RDG025
ELR198	WHEN SHOWN RED, YELLOW, BLUE, AND GREEN OBJECTS, STATE THE COLOR OF THE OBJECTS. ELA(4)(C)<II>, ELA (1)(C).	RDG018,RDG025
ELR200	USING A SET OF LETTERS, MATCH THE LETTERS. ELA(4)(C)<III>.	RDG018,RDG025
ELR202	WHEN GIVEN A SET OF THREE-LETTER WORDS, MATCH THE WORDS BY CONFIGURATION. ELA (3)(A)<II>, ELA (4)(C)<III>.	RDG008,RDG023
ELR204	UPON HEARING AN ENVIRONMENTAL SOUND, IMITATE THE SOUND. ELA (2)(A)<II>.	RDG013,RDG016
ELR206	UPON HEARING COMMON ENVIRONMENTAL SOUNDS, IDENTIFY THE SOUNDS. ELA (1)(B).	RDG013,RDG016
ELR208	UPON HEARING CERTAIN SOUNDS, IDENTIFY THE SOURCE OF THE SOUNDS. ELA (1)(A).	RDG013,RDG016
ELR210	UPON HEARING A SET OF ONE-SYLLABLE WORDS, TELL IF THE WORDS ARE SAME/DIFFERENT. ELA (1)(C). ELA (3)(A)<I>.	RDG015,RDG016
ELR212	DUPLICATE A FOUR-BEAT RHYTHM PATTERN. ELA (1)(B), ELA (3)(E)(1).	RDG016

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR242	GIVEN A SET OF WORDS, DISCRIMINATE LIKE WORD FORMS. ELA <A>(3)(A)<II>.	RDG029,RDG031
ELR244	WHEN VOCALLY PRESENTED THE ALPHABET, IDENTIFY AND COPY THE LETTERS. ELA <B>(4)(C)<IV>.	RDG048,RDG029 RDG031
ELR246	WHEN VISUALLY PRESENTED THE ALPHABET, MATCH UPPER AND LOWER CASE LETTERS. ELA <B>(4)(C)<IV>.	RDG029,RDG031
ELR248	WHEN PRESENTED SIX COLORS, MATCH THE COLOR WITH THE COLOR NAME. ELA <B>(3)(A)<III>.	RDG029,RDG034 RDG035
ELR250	USING THE NUMBERS AND NUMERICAL WORDS FROM ONE THROUGH TEN, MATCH THE NUMERAL WITH THE NUMBER NAME. ELA <B>(3)(A)<III>.	RDG031,RDG029 RDG027
ELR252	GIVEN A GROUP OF PHRASES, IDENTIFY THE LIKE PHRASES. ELA <B>(3)(D)<II>.	RDG031,RDG029
ELR254	GIVEN A GROUP OF SENTENCES, IDENTIFY LIKE SENTENCES. ELA <B>(3)(D)<II>.	RDG029,RDG031
ELR256	GIVEN A SET OF WORDS AND APPROPRIATE PICTURES, MATCH THE WORD WITH THE PICTURE IT DESCRIBES. ELA <B>(3)(B)<II>.	RDG029,RDG031
ELR258	WHEN SHOWN A ROW OF COMMONLY SEEN OBJECTS, NAME THE OBJECTS FROM LEFT TO RIGHT. ELA <B>(3)(C)<III>.	RDG031,RDG034 RDG035
ELR260	UPON HEARING TWO WORDS AT A TIME, IDENTIFY INITIAL SOUNDS AS SAME/DIFFERENT FOR A LIST OF 20 WORD PAIRS. ELA <B>(3)(A)<I>.	RDG057,RDG029
ELR262	GIVEN A SERIES OF WORDS THAT RHYME, HEAR AND IDENTIFY RHYMING SOUNDS. ELA <A>(3)(E)<I>.	RDG057,RDG031
ELR264	GIVEN A SERIES OF WORDS, MATCH THE RHYMING SOUNDS. ELA <B>(3)(A)<I>.	RDG057,RDG031

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR266	USING A SET OF PICTURES, MATCH THE PICTURES WITH THE SAME INITIAL SOUNDS. ELA <B>(3)(A)<I>.	RDG057,RDG029
ELR268	USING A SET OF PICTURES, MATCH THE PICTURES WITH THE SAME ENDING SOUNDS. ELA <B>(3)(A)<I>.	RDG029,RDG057
ELR270	UPON HEARING A PHRASE, REPEAT PHRASES. ELA <B>(1).	RDG029,RDG031
ELR272	UPON HEARING A SENTENCE, REPEAT SENTENCES. ELA <B>(1).	RDG029,RDG031
ELR274	UPON HEARING A POEM OR RHYME, REPEAT THE POEM OR RHYME. ELA <B>(1).	RDG029,RDG030
ELR276	UPON HEARING A SPOKEN WORD, MATCH WITH THE PRINTED WORD. ELA <B>(1).	RDG028,RDG031
ELR278	GIVEN A SERIES OF WORDS, IDENTIFY THE BEGINNING CONSONANT SOUNDS TO LETTERS S,B,W,G,M,R,L,H,D,P,T,K,J,N,F,V,G,Y,Z. ELA <B>(3)(A)<I>.	RDG029,RDG048
ELR280	GIVEN A SERIES OF WORDS, IDENTIFY CONSONANT ENDINGS TO LETTERS: D,M,T,G. ELA <B>(3)(A)<I>.	RDG031,RDG029
ELR282	IDENTIFY THE SHORT SOUNDS OF FIVE VOWELS. ELA <B>(3)(A)<I>.	RDG048,RDG029
ELR284	IDENTIFY THE LONG SOUNDS OF FIVE VOWELS. ELA <B>(3)(A)<I>.	RDG048,RDG029

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR308	GIVEN A SERIES OF WORDS, ASSOCIATE FINAL CONSONANT SOUNDS TO THE FOLLOWING LETTERS: B,D,G,M,N,P,T,F,X,LL,SS,CK,ZZ,FF. ELA <B>(3)(A)<I>.	RDG029,RDG031 RDG033
ELR310	GIVEN A SERIES OF WORDS, ASSOCIATE CONSONANT CLUSTERS TO THE FOLLOWING LETTERS: WH, SH, TH, CH, BR, CR, DR, GR, PR, TR, FR, BL, CL, GL, PL, SL, FL, SN, SM, SW, SP, ST, SK, STR, SC, NK, ND, NT, LD. ELA (C)(3)(A)<I>.	RDG029,RDG048 RDG031
ELR312	GIVEN A SERIES OF WORDS, ASSOCIATE SHORT MEDIAL VOWELS TO THE FOLLOWING LETTERS IN A "CVC" PATTERN: A, E, I, O, U. ELA <B>(3)(A)<I>.	RDG048,RDG031 RDG029
ELR314	GIVEN A SERIES OF WORDS, ASSOCIATE LONG MEDIAL VOWELS TO THE FOLLOWING "CVCE" PATTERN: A_E, I_E, U_E, O_E. ELA <B>(3)(A)<I>.	RDG048,RDG031 RDG029
ELR316	GIVEN A SERIES OF WORDS, ASSOCIATE LONG VOWELS TO THE FOLLOWING LETTER PATTERN "CVVC": AI, EE, EA, OA, IE. ELA (C)(C)(A)<I>.	RDG048,RDG031 RDG029
ELR318	GIVEN A SERIES OF WORDS, ASSOCIATE LONG A TO THE FOLLOWING SPELLING PATTERNS: A, E, AI, AY. ELA (C)(3)(A)<I>.	RDG048,RDG029 RDG031
ELR320	GIVEN A SERIES OF WORDS, ASSOCIATE LONG I TO THE FOLLOWING SPELLING PATTERNS: I_E, _Y, IGHT (T), ILD, IND. ELA <A>(3)(A)<I>.	RDG048,RDG029 RDG031
ELR322	GIVEN A SERIES OF WORDS, ASSOCIATE LONG E TO THE FOLLOWING SPELLING PATTERNS: EE, EA. ELA (C)(3)(A)<I>.	RDG048,RDG029 RDG031
ELR324	GIVEN A SERIES OF WORDS, ASSOCIATE LONG O TO THE FOLLOWING SPELLING PATTERNS: O_E, O AS IN GO, OW, OA, OST, OLD. ELA (C)(3)(A)<I>.	RDG048,RDG055
ELR326	GIVEN A SERIES OF WORDS, DIFFERENTIATE BETWEEN WORDS CONTAINING THE HARD AND SOFT SOUNDS OF "C", (C=S). ELA (C)(3)(A)<I>.	RDG048,RDG055

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
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WORD ATTACK

CODE	OBJECTIVE	SUGGESTED RESOURCES
ELR328	GIVEN A SERIES OF WORDS, DIFFERENTIATE BETWEEN WORDS CONTAINING THE HARD AND SOFT SOUNDS OF "G" (G=J). ELA (C)(3)(A)<I>.	RDG048,RDG055
ELR330	GIVEN A SERIES OF CONTRACTIONS, IDENTIFY THE CONTRACTIONS USING N'T. ELA (C)(3)(A)<II>.	RDG048,RDG055 RDG034
ELR332	WHEN HEARING A GROUP OF WORDS, DISTINGUISH BETWEEN 2 AND 3 SYLLABLE WORDS HEARD. ELA (C)(1)(B)<I>.	RDG048,RDG034

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR370	GIVEN A SERIES OF WORDS, IDENTIFY 2 AND 3 LETTER CONSONANT CLUSTERS (INITIAL AND FINAL). ELA (3)(A)<I>.	RDG048,RDG034
ELR372	GIVEN A LIST OF WORDS WITH SAME ENDINGS, DECODE WORDS USING CONSONANT SUBSTITUTIONS. ELA (3)(A)<I>, ELA (3)(A)<II>.	RDG034,RDG033
ELR374	GIVEN A LIST OF WORDS, ASSOCIATE THE VOWEL SOUNDS AR, EW, ER, UR, IR, OO AS IN TOOL, O, OR, UR TO PRONOUNCE WORDS. ELA (3)(A)<I>.	RDG048,RDG038
ELR376	GIVEN A SERIES OF WORDS, ASSOCIATE THE IRREGULAR VOWEL SOUNDS AS E IN HEAD, OU AS IN SHOUT, OW AS IN GROWN, OI AS IN OIL, OY AS IN BOY, OO AS IN GOOD, OU AS IN WOULD TO PRONOUNCE WORDS. ELA (C)(A)<I>.	RDG034,RDG036
ELR378	GIVEN A SERIES OF WORDS, IDENTIFY THE IRREGULAR CONSONANT CLUSTERS KN, GN, AND WR. ELA (C)(A)<I>.	RDG033
ELR380	GIVEN A LIST OF ABBREVIATIONS, IDENTIFY THE ABBREVIATIONS FOR MR., MRS., DR., DAYS, AND MONTHS. ELA (4)(C)<III>.	RDG033,RDG034
ELR382	GIVEN A LIST OF NOUNS, IDENTIFY THE SINGULAR PLURAL FORMS OF THE NOUNS. ELA (5)(A).	RDG033,RDG034
ELR384	GIVEN A LIST OF COMPOUNDS WORDS, DECODE KNOWN COMPOUND WORDS. ELA (3)(A)<II>.	RDG048,RDG034
ELR386	GIVEN A LIST OF WORDS WITH PREFIXES AND SUFFIXES, IDENTIFY THE ROOT IN A WORD. ELA (3)(A)<II>.	RDG048,RDG034
ELR388	GIVEN A LIST OF WORDS, IDENTIFY CONTRACTIONS. ELA (3)(A)<II>.	RDG048,RDG034
ELR390	GIVEN A SERIES OF WORDS, IDENTIFY THE TWO-SYLLABLE WORDS. ELA (3)(A)<II>.	RDG048,RDG034

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR436	GIVEN A SERIES OF WORDS, RECOGNIZE THE VARIANT SOUNDS OF A, E, I, O, U. ELA (3)(A)<I>, ELA (4)(C)<II>.	RDG031,RDG038
ELR438	GIVEN A SERIES OF WORDS, DECODE MULTI-SYLLABLE SPELLINGS OF THE SCHWA SOUND. ELA (3)(A)<I>.	RDG038,RDG032
ELR440	GIVEN A SERIES OF WORDS, DECODE VARIANT SH AND CH SPELLINGS. (3)(A)<I>.	RDG034,RDG038
ELR442	GIVEN A SERIES OF WORDS, DECODE S WITH S AND Z SOUNDS AS IN SOAP, GOES.	RDG034,RDG038
ELR444	GIVEN A SERIES OF WORDS, RECOGNIZE F SPELLED GH AND PH AS IN ENOUGH, PHONE. ELA (3)(A)<I>.	RDG034,RDG038
ELR446	GIVEN A SERIES OF WORDS, IDENTIFY SILENT CONSONANTS AS IN LAMB, LISTEN, TALK, EDGE, CALF, GNAW, KNIFE, WRIST. ELA (3)(A)<I>.	RDG048,RDG034
ELR448	GIVEN A LIST OF WORDS, WILL DECODE WORDS CONTAINING A ROOT AND PREFIX (RE-, UN-, DIS-). ELA (3)(A)<II>, ELA (3)(A)<I>.	RDG032,RDG034
ELR450	GIVEN A LIST OF WORD, INDICATE HOW PREFIXES AFFECT MEANING (RE-, UN-, DIS-). ELA (3)(A)<I>, ELA (3)(A)<II>.	RDG034,RDG032
ELR452	GIVEN A LIST OF WORDS, DECODE WORDS CONTAINING A ROOT AND SUFFIX (-FUL, -EST, -ER). ELA (3)(A)<I>.	RDG034,RDG032
ELR454	GIVEN A LIST WORDS, INDICATE HOW SUFFIXES AFFECT MEANING (-FUL, -EST, -ER). ELA (3)(A)<I>, ELA (3)(A)<II>.	RDG034,RDG038
ELR456	GIVEN A SERIES OF PLURAL WORDS, IDENTIFY IRREGULAR PLURALS: MEN, ELVES, OXEN. ELA (5)(A).	RDG034,RDG032

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR458	GIVEN A SERIES OF WORDS, USE THE APOSTROPHE TO CREATE THE POSSESSIVE FORM OF THE WORDS. ELA (5)(A).	RDG034,RDG038

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR516	GIVEN A SERIES OF WORDS, DECODE MULTI-SYLLABIC WORDS. ELA (3)(A)<I>, ELA (3)(A)<III>.	RDG034,RDG055 RDG065
ELR518	GIVEN A LIST OF POSSESSIVE NOUNS AND PRONOUNS, IDENTIFY SINGULAR POSSISSIVE NOUNS AND PRONOUNS. ELA (5)(A)(D)(F).	RDG034
ELR520	GIVEN A SERIES OF WORDS WITH PREFIXES, DECODE WORDS CONTAINING A ROOT PREFIX (PRE-, POST-, DE-, MIS-). ELA (3)(A)<I>.	RDG065,RDG034 RDG036
ELR522	GIVEN A SERIES OF WORDS WITH PREFIXES, DEFINE THEM (PRE-, POST-, DE-, MIS-). ELA (3)(A)<I>, ELA (3)(B)<II>, ELA (3)(B)<IV>.	RDG065,RDG034
ELR524	GIVEN A SERIES OF WORDS CONTAINING SUFFIXES, DECODE THEM (LY, ABLE, NESS, LESS). ELA (3)(A)<I>.	RDG065,RDG034
ELR526	GIVEN A SERIES OF WORDS CONTAINING SUFFIXES (LY, ABLE, NESS, LESS) DEFINE THE MEANING. ELA (3)(A)<I>, ELA (3)(B)<II>.	RDG065,RDG034 RDG036

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
ELR590	WHEN GIVEN A LIST OF COMPARATIVE AND SUPERLATIVE WORD FORMS, DEMONSTRATE A KNOWLEDGE OF THEM. ELA (3)(A)<II>, ELA (5)(C).	RDG055,RDG060
ELR592	WHEN GIVEN WORDS CONTAINING ROOTS AND PREFIXES, DECODE THE WORDS (BE-, BI-, EX-, SUB-). ELA (3)(A)<I>.	RDG034,RDG036
ELR594	WHEN GIVEN A LIST OF WORDS CONTAINING PREFIXES, DEFINE THEM (BE-, BI-, EX-, SUB-). ELA (3)(A)<I>, ELA (3)(B)<II>, ELA (3)(B)<IV>.	RDG034,RDG036 RDG065
ELR596	WHEN GIVEN A LIST OF WORDS, DECODE THE WORDS CONTAINING A ROOT AND A SUFFIX (-ISH, -MENT, -OR, -OUS). ELA (3)(A)<I>.	RDG034,RDG036 RDG065
ELR598	WHEN GIVEN A LIST OF WORDS CONTAINING SUFFIXES, DEFINE THEIR MEANING (-ISH, -MENT, -OR, -OUS). ELA (3)(A)<I>, ELA (3)(B)<II>.	RDG034,RDG036 RDG065

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
ELR286	USING THE DOLCH PREPRIMER AND PRIMER WORDS, DEMONSTRATE RECOGNITION OF THE BASIC WORD LISTS IN CONTEXT. ELA <B>(3)(A)<III>.	RDG028

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
ELR334	WHEN READING A SELECTION, RECOGNIZE THE DOLCH FIRST AND SECOND GRADE BASIC WORD LISTS IN CONTEXT. ELA (C)(3)(A)<III>.	RDG056,RDG036
ELR336	WHEN GIVEN A WORD ORALLY, CHOOSE AN ANTONYM FOR A KEY WORD HEARD. ELA (C)(3)(B)<II>.	RDG030,RDG033 RDG036

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
ELR392	WHEN READING SELECTIONS, DEMONSTRATE AN UNDERSTANDING OF 220 DOLCH WORDS IN CONTEXT. ELA (3)(A)<III>, ELA (3)(A)<IV>, ELA (3)(B)<II>.	RDG043,RDG034
ELR394	GIVEN A SERIES OF WORDS, IDENTIFY ANTONYMS IN CONTEXT. ELA (3)(B)<II>, ELA (3)(A)<IV>.	RDG051,RDG049
ELR396	GIVEN A SELECTION, IDENTIFY SYNONYMS IN CONTEXT. ELA (3)(B)<II>, ELA (3)(A) <IV>.	RDG051,RDG049
ELR398	GIVEN A SELECTION, IDENTIFY HOMONYMS IN CONTEXT. ELA (3)(B)<II>, ELA (3)(A)<IV>.	RDG051,RDG049

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
ELR460	DEMONSTRATE HIS/HER ABILITY TO EMPLOY CONTEXT CLUES AS WORD RECOGNITION TECHNIQUE. ELA (3)(A)<II>.	RDG034,RDG036
ELR462	GIVEN A SELECTION, IDENTIFY ANTONYMS IN CONTEXT AND DEMONSTRATE THEIR MEANING. ELA (3)(A)<II>.	RDG036,RDG050
ELR464	GIVEN A SELECTION, IDENTIFY SYNONYMS IN CONTEXT AND DEMONSTRATE THEIR MEANING. ELA (3)(A)<II>.	RDG036,RDG050
ELR466	GIVEN A SELECTION, IDENTIFY HOMONYMS IN CONTEXT AND DEMONSTRATE THEIR MEANING. ELA (3)(A)<II>.	RDG036,RDG050
ELR468	GIVEN A LIST OF WORDS, CLASSIFY THE WORDS. ELA (3)(A)<II>.	RDG034
ELR470	GIVEN A SELECTION TO READ, USE CONTEXT TO DETERMINE THE MEANING OF A WORD WITH MULTIPLE MEANINGS. ELA (3)(A)<II>.	RDG055

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
ELR528	USE VOCABULARY APPROPRIATE TO AGE AND SITUATION. ELA (3)(B)<I>, ELA (3)(B)<II>, ELA (3)(B)<III>.	RDG035,RDG055
ELR530	GIVEN A SELECTION CONTAINING HOMOGRAPHS, IDENTIFY THE HOMOGRAPHS IN CONTEXT AND DEMONSTRATE THEIR MEANING. ELA (3)(B)<II>.	RDG015,RDG048 RDG034,RDG036

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
ELR600	DEMONSTRATE HIS/HER ABILITY TO USE VOCABULARY APPROPRIATE TO AGE AND SITUATION. ELA (3)(B)<I>, ELA (3)(B)<II>.	
ELR602	WHEN GIVEN A LIST OF WORDS, DEFINE THE WORDS HAVING MULTIPLE MEANINGS. ELA (3)(B)<II>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR300	FOLLOW TWO-STEP ORAL DIRECTIONS. ELA <A>(3)(D).	RDG037,RDG041
ELR302	FOLLOW ONE-STEP WRITTEN DIRECTIONS. ELA <B>(3)(D)<I>.	RDG031
ELR304	LOCATE TABLE OF CONTENTS. ELA <B>(3)(D)<III>.	RDG031
ELR306	IDENTIFY A MAP AND A GLOBE. ELA <B>(3)(D).	TMT000

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR358	GIVEN A THREE-STEP DIRECTION, FOLLOW THE DIRECTIONS. ELA <C>(1)(D).	RDG031,RDG033
ELR360	GIVEN TWO-STEP WRITTEN DIRECTIONS, FOLLOW THE DIRECTIONS. ELA <C>(3)(D)<I>.	RDG031,RDG033
ELR362	USING A LIST OF WORDS, ALPHABETIZE THEM ACCORDING TO THE FIRST LETTER. ELA <B>(3)(B)<IV>.	RDG037,RDG041
ELR364	LOCATE STORY TITLES AND PAGE NUMBERS FROM THE TABLE OF CONTENTS. ELA <C>(3)(D)<III>.	RDG055,RDG041
ELR366	WILL ASK APPROPRIATE ACADEMIC QUESTIONS TO GAIN NEEDED INFORMATION. ELA (C)(1)(D).	RDG037,RDG041
ELR368	LOCATE FEATURES ON A MAP FROM A KEY. ELA (C)(3)(D)<I>.	RDG031,RDG041

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR424	WHEN GIVEN THREE-STEP WRITTEN DIRECTIONS, FOLLOW THEM. ELA (3)(D)<I>.	RDG034,RDG055
ELR426	GIVEN A LIST OF WORDS, ALPHABETIZE THE WORDS BY THE FIRST TWO LETTERS. ELA (3)(B)<IV>.	RDG037
ELR428	USE A MAP TO ANSWER QUESTIONS. ELA (3)(D)<V>.	RDG039
ELR430	DEMONSTRATE HIS/HER ABILITY TO RECOGNIZE THE FUNCTION OF GUIDE WORDS. ELA (3)(D)<IV>.	RDG026,RDG036
ELR432	GIVEN A LIST OF WORDS, USE A DICTIONARY OR GLOSSARY TO LOCATE WORD MEANINGS. ELA (3)(B)<IV>.	RDG035,RDG055
ELR434	DEMONSTRATE HIS/HER ABILITY TO GIVE ACCURATE ORAL DIRECTIONS WHICH ARE CORRECTLY INTERPRETED. ELA (2)(B)<I>, ELA (2)(B)<III>.	RDG032,RDG036

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR500	GIVEN WRITTEN DIRECTION, FOLLOW A FOUR STEP DIRECTION. ELA (3)(D)<I>.	RDG033,RDG036
ELR502	GIVEN A LIST OF WORDS, ALPHABETIZE THE WORDS THROUGH THE FIRST THREE LETTERS. ELA (3)(B)<IV>.	RDG036
ELR504	USE THE TABLE OF CONTENTS TO LOCATE INFORMATION. ELA (3)(D)<III>.	RDG033,RDG036
ELR506	GIVEN A LIST OF WORDS, DEMONSTRATE HIS/HER ABILITY TO USE A GLOSSARY. ELA (3)(D)<III>.	RDG036,RDG039
ELR508	WHEN ASKED FOR DIRECTIONS, DEMONSTRATE HIS/HER ABILITY TO GIVE ACCURATE DIRECTIONS. ELA (2)(B)<II>.	RDG039,RDG041
ELR510	GIVEN A SERIES OF WORDS, USE GUIDE WORDS TO LOCATE GIVEN WORDS IN A DICTIONARY. ELA (3)(D)<IV>.	RDG038,RDG041
ELR512	GIVEN A SERIES OF WORDS TO LOCATE IN A DICTIONARY, FIND THE ENTRY WORD. ELA (3)(D)<IV>.	RDG038
ELR514	WHEN GIVEN DIFFERENT CATEGORIES OF BOOKS, RECOGNIZE THE CATEGORIES: FICTION, NON-FICTION, BIOGRAPHY, AUTOBIOGRAPHY. ELA (3)(E)<II>, ELA (3)(E)<III>.	RDG036,RDG041

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR566	GIVEN CERTAIN INFORMATION TO LOCATE, USE AN INDEX TO LOCATE THE INFORMATION. ELA (3)(D)<III>.	RDG060
ELR568	ARRANGE IN OUTLINE FORM THE MAIN IDEAS RELATED TO THE TOPIC. ELA (3)(C)<III>.	RDG060,RDG043
ELR570	GIVEN A PARAGRAPH, ARRANGE IN OUTLINE FORM SUPPORTING DETAILS RELATED TO THE TOPIC. ELA (3)(C)<II>.	RDG039,RDG040
ELR572	FOLLOW ACCURATE WRITTEN DIRECTIONS WHICH ARE CORRECTLY INTERPRETED. ELA (3)(D)<I>.	RDG039,RDG043
ELR574	ASK APPROPRIATE QUESTIONS TO GAIN INFORMATION. ELA (3)(B)<I>.	RDG036
ELR576	WHEN GIVEN A LIST OF WORDS, LOCATE THE DEFINITION IN A DICTIONARY. ELA (3)(D)<IV>.	RDG036,RDG034
ELR578	WHEN GIVEN A LIST OF WORDS, ALPHABETIZE THE WORDS. ELA (3)(B)<IV>.	RDG037
ELR580	WHEN GIVEN A LIST OF NAMES, LOCATE THEIR TELEPHONE NUMBERS IN A TELEPHONE BOOK. ELA (3)(E)<IV>.	RDG060
ELR582	WHEN LOCATING SPECIFIC WORDS IN A DICTIONARY, RECOGNIZE THE ABBREVIATIONS USED (N., V., ADV., ADJ.). ELA (3)(D)<IV>.	RDG039
ELR584	RECOGNIZE SYLLABICATION AND ACCENT MARK SYMBOLS IN A DICTIONARY. ELA (3)(D)<IV>.	RDG036,RDG039
ELR586	WHEN GIVEN A SET OF QUESTIONS, USE THE ATLAS AND ALMANAC TO ANSWER QUESTIONS. ELA (3)(E)<IV>.	RDG060

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR588	WHEN GIVEN A NEWSPAPER, IDENTIFY THE MAJOR SECTIONS OF THE NEWSPAPER. ELA (3)(E)<II>.	RDG060

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR634	DEMONSTRATE HIS/HER ABILITY TO USE AN INDEX TO LOCATE INFORMATION. ELA (3)(D)<III>.	RDG060
ELR636	GIVEN MAPS, CHARTS, AND GRAPHS, LOCATE INFORMATION FROM THEM. ELA (3)(D) <V>.	RDG060,RDG055
ELR638	DEMONSTRATE HIS/HER ABILITY TO FOLLOW ACCURATE WRITTEN DIRECTIONS WHICH ARE CORRECTLY INTERPRETED. ELA (3)(D)<I>.	RDG043,RDG039
ELR640	IN THE LIBRARY, DEMONSTRATE HIS/HER ABILITY TO USE SUBJECT, TITLE, AND AUTHOR CARDS OF THE CARD CATALOG. ELA (3)(E)<IV>.	
ELR642	WHEN GIVEN A SERIES OF DETAILS RELATING TO A CERTAIN TOPIC, ARRANGE THE SUPPORTING DETAILS IN OUTLINE FORM. ELA (3)(C)<II>.	RDG055,RDG060
ELR644	WHEN GIVEN A SERIES OF DETAILS RELATING TO A CERTAIN TOPIC, ARRANGE THE SUPPORTING DETAILS IN OUTLINE FORM. ELA (3)(D)<V>.	RDG060
ELR646	WHEN GIVEN A LIST OF WORDS, USE DIACRITICAL MARKS AND A PRONUNCIATION KEY IN THE DICTIONARY TO DETERMINE PRONUNCIATION. ELA (3)(A)<II>.	RDG060
ELR648	WHEN GIVEN TOPICS TO LOCATE IN A ENCYCLOPEDIA, IDENTIFY GUIDE WORDS NECESSARY TO LOCATE THE TOPICS. ELA (3)(D)<IV>.	RDG060
ELR650	WHEN GIVEN A LIST OF WORDS TO DEFINE, LOCATE THE DEFINITIONNS IN A DICTIONARY AND CHOOSE THE DEFINITION APPROPRIATE TO THE CONTEST OF A SENTENCE. ELA (3)(D)<IV>, ELA (3)(A)<II>.	RDG055,RDG060
ELR652	WHEN GIVEN A LIST OF REFERENCE SOURCES, SELECT THE APPROPRIATE SOURCE IN RESPONSE TO A LOCATIONAL QUESTION. ELA (3)(D)<IV>.	RDG060

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	STUDY SKILLS	
ELR654	WHEN ASKED TO GIVE SPECIFIC INFORMATION, SKIM A READING SELECTION TO LOCATE THE INFORMATION. ELA (3)(C)<IX>.	RDG055,RDG060
ELR656	GIVEN APPLICATIONS OR OTHER FORMS, COMPLETE THEM ACCORDING TO DIRECTIONS. ELA (3)(D)<I>.	RDG060

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROSS MOTOR	
ELR130	GIVEN A PATH, RUN TWENTY FEET. ELA (1)(C), ELA (1)(A).	NON008
ELR132	GIVEN A TARGET, JUMP FORWARD. ELA (1)(C), ELA (1)(A).	NON008,NON012
ELR134	GIVEN A DEMONSTRATION, HOP ON EITHER FOOT FIVE TIMES. ELA (A)(C).	NON008,NON012
ELR136	USING ONE HAND, THROW AN 8-10 INCH DIAMETER BALL. ELA (1)(C), ELA (1)(A).	NON008,NON012
ELR138	USING TWO HANDS, CATCH AN 8-10 INCH DIAMETER BALL. ELA (1)(C), ELA (1)(A).	NON008,NON012
ELR140	GIVEN A MODEL, IMITATE A GIVEN MOVEMENT. ELA (2)(A)<I>, ELA (1)(C), ELA (1)(A).	NON008,RDG009
ELR142	GIVEN A MODEL, MOVE UP AND DOWN. ELA (2)(A)<I>, ELA (1)(C), ELA (1)(A).	NON008,NON012
ELR144	GIVEN A MODEL, MOVE BACKWARD AND FORWARD. ELA (2)(A)<I>, ELA (1)(C), ELA(1)(A).	NON008,RDG007
ELR146	GIVEN A MODEL, MOVE IN RHYTHM TO MUSIC IN 3/4 AND 4/4 TIME. ELA (1)(B), ELA (2)(A)<I>, ELA (1)(C), ELA (1)(A).	NON008,RDG007
ELR148	GIVEN INSTRUCTIONS, POINT TO 10 OF 15 BODY PARTS: FINGERS____, STOMACH____, CHIN____, ANKLE____, THUMB____, CHEST____, HEEL____, JAW____, TOES____, BACK____, FINGERNAILS____, SHOULDER____, NECK____, KNEE____, ELBOW____. ELA (1)(C), ELA (1)(A).	RDG004,RDG005 RDG011

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GROSS MOTOR	
ELR178	GIVEN A PATH, SKIP TWENTY FEET. ELA (1)(C).	NON008
ELR180	WALK A BALANCE BEAM WITHOUT FALLING. ELA (1)(C).	NON008,NON004
ELR182	GALLOP TWENTY FEET. ELA (1)(C).	NON008,NON012
ELR184	GIVEN A DEMONSTRATION, BOUNCE AND CATCH AN 8-10 INCH BALL. ELA (1)(C).	NON008,NON012
ELR186	WHEN SHOWN A PICTURE WITH PARTS OF THE BODY MISSING, NAME MISSING BODY PARTS. ELA (2)(B)<I>.	NON008,NON012 RDG005

FINE MOTOR

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELR150	WHEN GIVEN A 5-PIECE PUZZLE, ASSEMBLE THE PUZZLE. ELA(3)(A)<II>.	RDG004,RDG011
ELR152	WHEN GIVEN THREE ITEMS TO PASTE, APPLY AN APPROPRIATE AMOUNT OF PASTE TO STICK. ELA (1)(C), ELA (1)(A), ELA (3)(A)<II>.	NON004,NON012
ELR154	GIVEN BRUSH, PAINT, AND PAPER, USE A PAINT BRUSH CORRECTLY. ELA (1)(C), ELA (1)(A), ELA (3)(A)<II>.	RDG005,NON012
ELR156	GIVEN CRAYONS AND PAPER, MAKE A CIRCULAR STROKE. ELA (1)(C), ELA (1)(A), ELA (3)(A)<II>.	NON008,RDG010

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FINE MOTOR	
ELR188	WHEN GIVEN A PICTURE AND SCISSORS, CUT OUT THE PICTURE WITH SCISSORS. ELA (3)(A)<II>.	NON012,NON004
ELR190	MAKE THE STROKES OF A SQUARE CORRECTLY. ELA (1)(C).	RDG019,RDG025
ELR192	MAKE THE STROKES OF A TRIANGLE. ELA (1)(C).	RDG019,RDG025

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL002	WHEN GIVEN A SELECTION TO READ, DEMONSTRATE HIS/HER ABILITY TO EMPLOY CONTEXT CLUES AS A WORD RECOGNITION TECHNIQUE. ELA (3)(A)<II>.	RDG036,RDG048
ELL004	USE A PAINT BRUSH CORRECTLY. ELA (1)(B)<I>, ELA (1)(B)<II>.	
ELL006	MAKE A CIRCULAR STROKE WITH PENCIL AND PAPER. ELA <D>(1)(B)<II>, ELA (1)(B)<I>.	
ELL008	GIVEN AN EXAMPLE OF A VERTICAL STROKE AND HORIZONTAL STROKE, IMITATE BOTH STROKES. ELA (1)(B)<I>, ELA (1)(B)<II>.	
ELL010	GIVEN AN EXAMPLE OF 4 DESIGNS, COPY ALL 4 DESIGNS. ELA (1)(B)<I>, ELA (1)(B)<II>.	
ELL012	GIVEN PAPER AND PENCIL, DRAW A PERSON WITH AT LEAST 4 BODY PARTS. ELA (1)(B)<I>, ELA (1)(B)<II>, ELA <C>(2)(C)<I>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL018	DEMONSTRATE THE CORRECT POSITION WITH A CRAYON OR PENCIL. ELA (C)(2)(B)<II>	RDG023
ELL020	DEMONSTRATE THE ABILITY TO MAKE STRAIGHT LINES, SHORT LINES, AND CIRCLES NEEDED FOR WRITING THE LETTERS OF THE ALPHABET. ELA <D>(1)(A).	NON008,RDG023
ELL022	TRACE MANUSCRIPT LETTERS (UPPER AND LOWER). ELA (3)(A)<II>.	RDG018
ELL024	GIVEN A SET OF TACTILE LETTERS, THE STUDENT WILL FORM NAME AND TRACE OVER THE LETTERS WITH FINGER. ELA (3)(A)<II>.	RDG018
ELL026	PRINT FIRST AND LAST NAME. ELA (4)(C)<III>.	RDG018
ELL028	COPY THESE LETTERS: A, D, S, O, C, M, T, Z. ELA (4)(C)<II>.	RDG018

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL034	GIVEN DEMONSTRATION, WRITE LEGIBLY IN MANUSCRIPT FROM THE LETTERS OF THE ALPHABET. ELA (4)(C)<IV>.	WRL029
ELL036	GIVEN DEMONSTRATION, WRITE IN MANUSCRIPT THE NUMBER WORDS FOR 0 - 9. ELA (3)(A)<III>.	WRL029
ELL038	GIVEN FOUR SIMPLE SENTENCES, WRITE IN MANUSCRIPT USING PROPER SPACING. ELA (4)(C)<IV>.	WRL071
ELL040	GIVEN A GROUP OF SIMPLE SENTENCES, CAPITALIZE NAMES OF PEOPLE AND PETS, THE FIRST WORD IN A SENTENCE, AND THE PRONOUN I. ELA (4)(C)<III>.	WRL032,WRL038 WRL053
ELL042	GIVEN A GROUP OF SIMPLE SENTENCES, INSERT PERIODS AT THE END OF THE SENTENCES. ELA (4)(C)<III>.	WRL032,WRL071
ELL044	GIVEN A GROUP OF INTERROGATIVE SENTENCES, INSERT QUESTION MARKS AT THE ENDS OF SENTENCES. ELA (4)(C)<III>.	WRL038,WRL053

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL060	GIVEN FIVE SIMPLE SENTENCES, WRITE IN MANUSCRIPT FORM THE REDUCED SIZE APPROPRIATE FOR SECOND GRADE LEVEL. ELA (4)(C)<IV>.	WRL029,WRL071
ELL062	GIVEN FOUR SENTENCES, OBSERVE LEFT AND RIGHT MARGINS, AND CONTINUE SENTENCES TO THE NEXT LINE. ELA (4)(C)<IV>.	WRL031,WRL038
ELL064	GIVEN A LIST OF WORDS, CAPITALIZE MR., MRS., MISS, AND MS., INITIALS, MONTHS OF THE YEAR, DAYS OF THE WEEK, CHURCHES, SYNAGOGUES, ORGANIZATIONS AND COMPANIES. ELA (4)(C)<III>.	WRL032,WRL031 WRL038
ELL066	GIVEN A LIST OF DATES, USE COMMAS BETWEEN THE DAY AND THE YEAR. ELA (4)(C)<III>.	WRL032,WRL031 WRL038
ELL068	GIVEN A LIST OF CONTRACTIONS AND SINGULAR POSSESSIVES, USE APOSTROPHES IN CONTRACTIONS WITH FORMS OF "NOT" AND "WILL" TO FORM SINGULAR POSSESSIVES. ELA (4)(C)<II>.	WRL032,WRL038

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL090	GIVEN A GROUP OF WORDS, WRITE THE WORDS IN CURSIVE USING CAPITAL AND SMALL LETTERS. ELA (4)(C)<IV>.	RDG048
ELL092	GIVEN THE NUMBERS 0-9, WRITE THE NUMBER WORDS IN CURSIVE. ELA (4)(C)<II>.	RDG048
ELL094	GIVEN A LIST OF APPROPRIATE WORDS, CAPITALIZE TYPES OF ROADWAYS, STREETS, AVENUES, NAMES OF CITIES AND STATES, TITLES OF BOOKS, STORIES, POEMS, ONE-WORD TITLES, NAMES OF SPECIAL DAYS, AND NAMES OF CHURCHES. ELA (4)(C)<III>.	WRL032,WRL038
ELL096	GIVEN A FRIENDLY LETTER, CAPITALIZE THE APPROPRIATE PARTS. ELA (4)(C)<III>.	WRL038
ELL098	GIVEN A LIST OF CITIES AND STATES, USE COMMAS CORRECTLY. ELA (4)(C)<III>.	RDG038,WRL038
ELL100	GIVEN A LIST OF TIMES OF DAY, CORRECTLY USE COLONS IN THE NUMBERS. ELA (4)(C)<III>. ELA (5)(E).	WRL032,WRL038
ELL102	GIVEN A LIST OF CONTRACTIONS MADE WITH FORMS OF "BE" AND "HAVE", CORRECTLY USE THE APOSTROPHE. ELA (4)(C)<III>, ELA (5)(E).	WRL034
ELL104	GIVEN A GROUP OF WORDS, PLACE THE WORDS IN CATEGORIES OMITTING WORDS THAT DO NOT BELONG. ELA (4)(B)<I>, ELA (4)(B)<II>.	WRL034

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL126	GIVEN A LIST OF WORDS, CAPITALIZE COMMON ABBREVIATIONS, GEOGRAPHICAL LOCATIONS, CHURCHES, ORGANIZATIONS, COMPANIES AND PARTS OF A FRIENDLY LETTER. ELA (4)(C)<III>, ELA (5)(E).	WRL059,WRL038 WRL048
ELL128	GIVEN A GROUP OF SENTENCES CONTAINING DIRECT QUOTATIONS, CAPITALIZE APPROPRIATE WORDS. ELA (4)(C)<III>, ELA (5)(E).	WRL059,WRL032
ELL130	GIVEN A GROUP OF SENTENCES CONTAINING ABBREVIATIONS IN DIRECT QUOTATIONS, USE PERIODS AFTER COMMON ABBREVIATIONS. ELA (4)(C)<III>, ELA (5)(E).	WRL038,WRL053
ELL132	GIVEN A GROUP OF INTERROGATIVE SENTENCES IN DIRECT QUOTATIONS, USE QUOTATION MARKS. ELA (4)(C)<III>, ELA (5)(E).	WRL038,WRL048 WRL032
ELL134	GIVEN A GROUP OF EXCLAMATORY SENTENCES IN DIRECT QUOTATIONS, USE EXCLAMATION MARKS. ELA (4)(C)<III>, ELA (5)(E).	WRL038,WRL062
ELL136	GIVEN A GROUP OF SENTENCES, USE COMMAS TO SET OFF WORDS IN A SERIES, IN DIRECT ADDRESS, AFTER INTRODUCTORY WORDS, AND IN FRIENDLY LETTERS. ELA (4)(C)<III>, ELA (5)(E).	WRL032,WRL062
ELL138	GIVEN A GROUP OF SENTENCES CONTAINING QUOTATIONS, INSERT QUOTATION MARKS. ELA (4)(C)<III>, ELA (5)(E).	WRL038,WRL053 WRL032

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL174	SHOWN EXAMPLES, USE CAPITALS IN COMMON ABBREVIATIONS, NAMES OF CHURCHES, SYNAGOGUES, ORGANIZATIONS, COMPANIES, APPROPRIATE PARTS OF FRIENDLY LETTERS AND BUSINESS LETTERS, AND APPROPRIATE WORDS IN DIRECT QUOTATIONS. ELA (4)(C)<III>, ELA (5)(E)	WRL071,WRL061
ELL176	GIVEN A GROUP OF SENTENCES, USE PERIODS AT THE ENDS, FOLLOWING COMMANDS, AFTER COMMON ABBREVIATIONS AND DIRECT QUOTATIONS. ELA (4)(C)<III>, ELA (5)(F).	WRL071
ELL178	GIVEN INTERROGATIVE SENTENCES IN DIRECT QUOTATIONS, USE QUESTIONS MARKS. ELA (4)(C)<III>, ELA (5)(F).	WRL071
ELL180	GIVEN A GROUP OF EXCLAMATORY SENTENCES IN DIRECT QUOTATIONS, USE EXCLAMATION MARKS. ELA (4)(C)<III>, ELA (5)(F).	WRL071
ELL182	GIVEN A GROUP OF SENTENCES, USE COMMAS IN COMPOUND SENTENCES CONNECTED WITH A CONJUNCTION, AFTER "YES" AND "NO" WHEN THEY ANSWER A QUESTION AT THE BEGINNING OF A SENTENCE, IN DIRECT ADDRESS, AFTER INTRODUCTORY WORDS, IN FRIENDLY LETTERS AND WITH DIRECT QUOTATIONS. ELA (5)(F).	WRL071
ELL184	GIVEN A GROUP OF SENTENCES CONTAINING DIRECT QUOTATIONS, INSERT QUOTATION MARKS. ELA (4)(C)<III>, ELA (5)(F).	WRL071

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MECHANICS	
ELL214	CAPITALIZE COMMON ABBREVIATIONS, MONTHS OF THE YEAR, FIRST WORD IN A LINE OF TRADITIONAL POETRY, PARTS OF A BUSINESS LETTER, WORDS IN A DIRECT QUOTATION. ELA (4)(C)<III>.	WRL059,WRL061
ELL216	GIVEN A GROUP OF SENTENCES, USE PERIODS FOLLOWING COMMANDS, AFTER COMMON ABBREVIATIONS, AND IN DIRECT QUOTATIONS. ELA (5)(F), ELA (4)(C)<III>.	WRL059,WRL061
ELL218	GIVEN INTERROGATIVE SENTENCES IN DIRECT QUOTATIONS, USE QUESTION MARKS. ELA (4)(C)<III>, ELA (5)(F).	WRL059,WRL061
ELL220	GIVEN EXCLAMATORY SENTENCES IN DIRECT QUOTATIONS, USE EXCLAMATION MARKS. ELA (4)(C)<III>, ELA (5)(F).	WRL059,WRL061
ELL222	USE COMMAS IN DIRECT ADDRESS, AFTER INTRODUCTORY WORDS IN BUSINESS LETTERS, TO SEPARATE PHRASES IN A SERIES, TO SET OFF TITLE OR DEGREES WRITTEN AFTER A NAME, AFTER ADVERBIAL CLAUSES AT THE BEGINNING OF A SENTENCE, AND WITH DIRECT QUOTATIONS. ELA (4)(C)<III>, ELA (5)(F).	WRL058,WRL059 WRL061
ELL224	GIVEN A LIST OF NUMBERS AND WORDS REQUIRING A HYPEN, INSERT THE HYPHEN. ELA (4)(C)<III>, ELA (5)(F).	WRL034,WRL061

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL014	WHEN INSTRUCTED, STATE COMPLETE NAME AND AGE. ELA <B>(1)(L).	
ELL016	AFTER HEARING A SHORT STORY, PARAPHRASE. ELA <A>(1)(F).	
ELL017	AFTER THE TEACHER HAS PRESENTED A PICTURE, TELL A STORY. ELA <A>(1)(F).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL030	GIVEN A GROUP OF RELATED PICTURES, INCLUDING ONE UNRELATED PICTURE, IDENTIFY THE ONE THAT DOESN'T BELONG. ELA (3)(A)<II>.	RDG009
ELL032	GIVEN A SHORT STORY ORALLY, DRAW A PICTURE ABOUT SOME PART OF THE STORY. ELA (1)(D).	RDG009,RDG011

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL046	WHEN GIVEN A GROUP OF RELATED WORDS THAT INCLUDE ONE UNRELATED WORD, IDENTIFY THE WORD WHICH DOES NOT BELONG IN THE GROUP. ELA (3)(A)<III>.	WRL035
ELL048	WHEN PRESENTED WITH A GROUP OF SCRAMBLED WORDS, UNSCRAMBLE THE WORDS TO FORM A SENTENCE. ELA (3)(A)<III>.	WRL032,WRL071
ELL050	GIVEN EXPLANATION, WRITE DECLARATIVE AND INTERROGATIVE SENTENCES. ELA (4)(C)<III>.	WRL032,RDG048
ELL052	GIVEN EXPLANATION, EXPAND SENTENCES BY SUBSTITUTING APPROPRIATE WORDS IN A SPECIFIC POSITION. ELA (3)(A)<III>.	RDG048,WRL042
ELL054	GIVEN A GROUP OF SENTENCES CONTAINING FRAGMENTS, CORRECT THEM. ELA (3)(A)<II>.	WRL032,WRL033

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL070	GIVEN A GROUP OF WORDS, PUT THE WORDS INTO CATEGORIES OMITTING WORDS THAT DO NOT BELONG. ELA (3)(A)<III>.	WRL034,WRL071
ELL072	GIVEN A GROUP OF SCRAMBLED WORDS, UNSCRAMBLE THE WORDS TO FORM A SENTENCE. ELA (4)(C)<V>.	WRL032,WRL071
ELL074	GIVEN EXPLANATION, WRITE DECLARATIVE AND INTERROGATIVE SENTENCES. ELA (4)(C)<V>.	RDG048,WRL071
ELL076	GIVEN A GROUP OF SENTENCES AND A LIST OF DESCRIPTIVE WORDS, EXPAND SENTENCES BY ADDING DESCRIPTIVE WORDS. ELA (4)(C)<V>.	WRL033,WRL071
ELL078	GIVEN A GROUP OF SENTENCES CONTAINING FRAGMENTS, CORRECT THE FRAGMENTS. ELA (4)(C)<V>.	WRL071

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL106	GIVEN THE OPPORTUNITY, GROUP TOPICS AND SUBTOPICS IN OUTLINE FORM. ELA (4)(A)<I>.	
ELL108	GIVEN RELATED SENTENCES THAT ARE SCRAMBLED, UNSCRAMBLE THE SENTENCES TO FORM A PARAGRAPH. ELA (4)(C)<V>, ELA (5)(D), ELA (5)(E).	WRL035,WRL036
ELL110	GIVEN EXPLANATION, CONSTRUCT DECLARATIVE, INTERROGATIVE, EXCLAMATORY, AND IMPERATIVE SENTENCES. ELA (5)(D), ELA (5)(E), ELA (4)(C)<III>.	WRL071
ELL112	GIVEN A GROUP OF SIMPLE SENTENCES, EXPAND THE SENTENCES BY ADDING PHRASES. ELA (4)(C)<I>, ELA (5)(C), ELA (5)(D).	WRL033
ELL114	GIVEN A GROUP OF SENTENCES CONTAINING FRAGMENTS, CORRECT THE FRAGMENTS. ELA (5)(D),ELA (4)(C)(I).	WRL031,WRL034

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL140	GROUP MAIN TOPICS AND SUB-TOPICS IN OUTLINE FORM. ELA (4)(A)<II>.	WRL049
ELL142	GIVEN EXPLANATION, UNSCRAMBLE A GROUP OF SENTENCES TO FORM A PARAGRAPH. ELA (4)(C)<V>.	WRL071
ELL144	GIVEN EXPLANATION, WRITE DECLARATIVE, INTERROGATIVE, EXCLAMATORY, AND IMPERATIVE SENTENCES. ELA (4)(B).	WRL071
ELL146	GIVEN EXAMPLES, USE A COORDINATOR (AND) TO COMBINE TWO SENTENCES WITH COMPOUND ELEMENTS TO MAKE ONE SIMPLE SENTENCE. ELA (5)(E), ELA (5)(D).	WRL049,WRL071
ELL148	GIVEN A LIST OF SENTENCES CONTAINING FRAGMENTS, CORRECT THE FRAGMENTS. ELA (4)(C)<I>, ELA (5)(E).	WRL049,WRL071
ELL150	ORGANIZE A PARAGRAPH USING SEQUENTIAL ORDER. ELA (4)(C)<V>.	WRL061

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL186	GIVEN EXPLANATION, WRITE DECLARATIVE, INTERROGATIVE , EXCLAMATORY, AND IMPERATIVE SENTENCES. ELA (5)(E).	WRL058,WRL071
ELL188	GIVEN DEMONSTRATION, COMBINE SENTENCES USING THE COORDINATORS "AND", "BUT", "OR", AND "FOR" TO FORM A COMPOUND SENTENCE. ELA (5)(F).	WRL058,WRL071
ELL190	GIVEN A GROUP OF SENTENCES CONTAINING SENTENCE FRAGMENTS, CORRECT THE SENTENCE FRAGMENTS. ELA (5)(E).	WRL058,WRL071
ELL192	GIVEN EXPLANATION AND ASSISTANCE, ORGANIZE PARAGRAPHS USING SEQUENTIAL ORDER. ELA (4)(C)<V>, ELA (3)(C)<III>.	WRL058

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ORGANIZATION	
ELL226	WRITE DECLARATIVE, INTERROGATIVE, EXCLAMATORY, AND IMPERATIVE SENTENCES. ELA (5)(E), ELA (5)(F).	WRL061
ELL228	COMBINE SENTENCES TO FORM COMPLEX SENTENCES. ELA (5)(E), ELA (5)(F).	WRL061
ELL230	WHEN GIVEN A PARAGRAPH CONTAINING FRAGMENTS AND IRRELEVANT SENTENCES, CORRECT IT. ELA (5)(E).	WRL061

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FORM	
ELL056	GIVEN DEMONSTRATION, PRODUCE WRITTEN COMPOSITIONS IN SPONTANEOUS SIMPLE SENTENCES AND DICTATED SIMPLE SENTENCES. ELA (4)(B)<I>, ELA (4)(B)<II>.	WRL032,RDG048
ELL058	GIVEN DEMONSTRATION, WRITE POETRY USING RHYMING WORDS. ELA (3)(E)<II>.	WRL044

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FORM	
ELL084	GIVEN EXPLANATION, WRITE A SIMPLE SENTENCE USING ALL THE SKILLS PREVIOUSLY TAUGHT. ELA (4)(C)<V>.	WRL034
ELL086	GIVEN EXPLANATION, WRITE A SIMPLE FIVE-SENTENCE STORY USING ALL SKILLS PREVIOUSLY TAUGHT. ELA (4)(A)<II>, ELA (4)(C)<III>.	WRL031,WRL034
ELL088	GIVEN DEMONSTRATION, WRITE FRIENDLY NOTES AND MESSAGES WITH CORRECT USAGE. ELA (4)(C)<I>, ELA (4)(C)<III>.	WRL035

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FORM	
ELL122	GIVEN EXPLANATION, PRODUCE WRITTEN COMPOSITION TO WRITE SIMPLE SENTENCES, SIMPLE STORIES, AND DIARIES. ELA (4)(A)<I>, ELA (4)(B).	RDG048
ELL124	GIVEN DEMONSTRATION, WRITE FRIENDLY NOTES AND THANK-YOU NOTES. ELA (4)(C)<I>, ELA (4)(C)<IV>.	WRL033

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FORM	
ELL162	SHOWN AN EXAMPLE, INDENT PARAGRAPHS AND OBSERVE MARGINS. ELA (4)(C), ELA (4)(B).	RDG048,WRL071
ELL164	SHOWN AN EXAMPLE, USE CORRECT FORM WHEN WRITING A FRIENDLY LETTER AND ADDRESSING THE ENVELOPE. ELA (4)(C)<III>, ELA (4)(A)<I>.	WRL061,WRL071
ELL166	GIVEN SENTENCES THAT INCLUDE WRITTEN CONVERSATION, WRITE THEM USING CORRECT FORM, CAPITALIZATION, AND PUNCTUATION. ELA (4)(C)<III>, ELA (5)(E).	RDG048
ELL168	PRODUCE CORRECT WRITTEN COMPOSITION IN WRITING SIMPLE STORIES, TALES, DIARIES, AND REPORTS. ELA (4)(A), ELA (4)(A)<II>.	WRL060,RDG048
ELL170	CONSTRUCT SENTENCES USING FIGURATIVE LANGUAGE INCLUDING SIMILES. ELA (4)(C)<II>, ELA (4)(C).	WRL061
ELL172	COMPLETE A SIMPLE FORM WITH THE CORRECT INFORMATION. ELA (4)(C)<IV>, ELA (4)(C)<II>.	WRL061

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FORM	
ELL204	GIVEN EXPLANATION, WRITE A FRIENDLY LETTER AND ADDRESS THE ENVELOPE USING CORRECT FORM. ELA (4)(C)<V>, ELA (5)(F).	WRL053
ELL206	GIVEN DEMONSTRATION, USE CORRECT FORM IN WRITING A BUSINESS LETTER AND ADDRESS THE ENVELOPE. ELA (4)(C)<V>.	WRL053
ELL208	GIVEN A GROUP OF SENTENCES CONTAINING WRITTEN CONVERSATION, WRITE THEM USING CORRECT FORM, CAPITALIZATION, AND PUNCTUATION. ELA (4)(C)<III>.	WRL071,WRL047
ELL210	GIVEN EXPLANATION, PRODUCE WRITTEN COMPOSITION FOR SIMPLE STORIES, TALES, DIARIES, AND REPORTS. ELA (4)(C)<V>, ELA (4)(A)<I>.	WRL071
ELL212	GIVEN AN APPLICATION, COMPLETE THE INFORMATION INDICATED. ELA (4)(B)<II>.	WRL071

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FORM	
ELL240	GIVEN A GROUP OF SENTENCES CONTAINING WRITTEN CONVERSATION, WRITE THEM USING CORRECT FORM, CAPITALS, AND PUNCTUATION. ELA (5)(F), ELA (4)(C)<V>.	WRL061
ELL242	PRODUCE CREATIVE WRITING IN SIMPLE STORIES, SUMMARIES AND REPORTS. ELA (4)(C)<V>, ELA (4)(A)<I>.	WRL061,WRL062

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	USAGE	
ELL080	GIVEN A LIST OF NOUNS, PLACE CORRECTLY THE FORM OF "A" OR "AN" BEFORE EACH NOUN. ELA (5)(A).	WRL031
ELL082	GIVEN A GROUP OF SENTENCES, SELECT OR SUPPLY THE CORRECT FORMS OF REGULAR AND IRREGULAR VERBS. ELA (5)(B).	RDG049,RDG050

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	USAGE	
ELL116	GIVEN SIMPLE SENTENCES, IDENTIFY ALL NOUNS. ELA (5)(E).	WRL032,WRL071
ELL118	GIVEN TEN SIMPLE SENTENCES, SELECT OR SUPPLY THE CORRECT FORMS OF BOTH REGULAR AND IRREGULAR VERBS. ELA (5)(B).	WRL032,RDG049
ELL120	GIVEN A CHOICE OF VERBS, MATCH THE VERB WITH THE SUBJECT. ELA (5)(B).	RDG049,RDG050

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	USAGE	
ELL152	GIVEN A GROUP OF SENTENCES, SELECT OR SUPPLY THE CORRECT REGULAR AND IRREGULAR VERB FORMS. ELA (5)(B), ELA (5)(D).	WRL061,RDG049
ELL154	GIVEN A CHOICE OF VERBS, MATCH THE VERB WITH THE SUBJECT. ELA (5)(D).	WRL061,RDG049
ELL156	GIVEN EXPLANATION, CONSTRUCT SENTENCES USING PRONOUNS, ADJECTIVES, AND ADVERBS CORRECTLY. ELA (5)(C), ELA (5)(D).	WRL061,RDG049 RDG050
ELL158	GIVEN EXPLANATION, CONSTRUCT SENTENCES USING THE COMPARATIVE AND SUPERLATIVE FORMS. ELA (5)(E), ELA (4)(C)	WRL061,RDG049
ELL160	GIVEN A GROUP OF SENTENCES CONTAINING DOUBLE NEGATIVES, CORRECT THE DOUBLE NEGATIVES. ELA (5)(E), ELA (4)(C).	WRL071

USAGE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELL194	GIVEN A GROUP OF SENTENCES, SELECT OR SUPPLY THE CORRECT FORM OF BOTH REGULAR AND IRREGULAR VERBS. ELA (5)(B).	RDG050,RDG051
ELL196	GIVEN A CHOICE OF VERBS, MATCH THE VERB WITH THE SUBJECT. ELA (5)(D), ELA (5)(F).	RDG050,RDG051
ELL198	GIVEN EXPLANATION, CONSTRUCT SENTENCES USING THE CORRECT FORM OF A PERSONAL PRONOUN, USING ADJECTIVES AND ADVERBS, AND THE COMPARATIVE AND SUPERLATIVE FORMS CORRECTLY. ELA (5)(A), ELA (5)(C), ELA (5)(E).	WRL061
ELL200	GIVEN A GROUP OF SENTENCES CONTAINING DOUBLE NEGATIVES, CORRECT THE DOUBLE NEGATIVES. ELA (4)(C)<I>.	WRL058
ELL202	GIVEN A GROUP OF SENTENCES CONTAINING REDUNDANCIES, CORRECT THE REDUNDANCIES. ELA (4)(C)<I>, ELA (5)(E).	WRL058,WRL061

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	USAGE	
ELL232	GIVEN A GROUP OF SENTENCES, SELECT OR SUPPLY THE CORRECT FORMS OF BOTH REGULAR AND IRREGULAR VERBS. ELA (5)(B).	WRL061
ELL234	GIVEN A CHOICE OF VERBS, MATCH THE VERB WITH THE SUBJECT. ELA (5)(D).	WRL058,WRL061
ELL236	CONSTRUCT SENTENCES USING ADJECTIVES AND/OR ADVERBS CORRECTLY IN A SENTENCE. ELA (5)(C), ELA (5)(F).	WRL058
ELL238	GIVEN A GROUP OF SENTENCES CONTAINING DOUBLE NEGATIVES, CORRECT THE DOUBLE NEGATIVES. ELA (4)(C)<I>.	WRL058,WRL061

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS002	IDENTIFY THE LETTERS OF THE ALPHABET PRESENTED OUT OF SEQUENCE. ELA (4)(C) <II>.	SPL006,SPL007
ELS004	IDENTIFY LOWER CASE LETTERS PRESENTED IN RANDOM ORDER. ELA (4)(C)<II>.	
ELS006	WRITE IN MANUSCRIPT THE LETTERS OF THE ALPHABET DICTATED OUT OF SEQUENCE. ELA (4)(B).	SPL007
ELS008	ASSOCIATE LETTER SYMBOLS TO SOUNDS. ELA (4)(C)<II>.	
ELS010	WHEN GIVEN A SET OF WORDS, CLASSIFY THE WORD FORMS INTO "SAME" AND "DIFFERENT". ELA (3)(A)<III>.	SPL004,SPL006
ELS012	GIVEN A SET OF PICTURES AND THE CORRESPONDING WORDS, MATCH THE WORD TO THE APPROPRIATE PICTURE. ELA (3)(B)<I>.	SPL001,SPL007
ELS014	IDENTIFY ORALLY PRESENTED INITIAL SOUNDS AS "SAME" OR "DIFFERENT". ELA (3)(A)<II>.	SPL001,SPL004
ELS016	GIVEN A WORD BY THE TEACHER, RESPOND WITH A RHYMING WORD. ELA (3)(E)<I>.	SPL001
ELS018	GIVEN A SET OF PICTURES AND LETTERS, MATCH THE PICTURE WITH THE CORRESPONDING INITIAL SOUND-LETTER. ELA (3)(A)<I>, ELA (3)(A)<II>.	SPL001
ELS020	GIVEN A SET OF PICTURES AND LETTERS, MATCH THE PICTURE WITH THE CORRESPONDING ENDING SOUND-LETTER. ELA (3)(A)<I>, ELA (3)(A)<II>.	SPL001,SPL004
ELS022	SPELL HIS/HER FIRST NAME CORRECTLY. ELA (4)(B).	SPL001

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS024	MATCH CORRECT PICTURE AND WORDS. ELA (3)(A)<IV>, ELA (3)(B)<II>, ELA (3)(B)<I>.	
ELS026	MATCH PICTURES WITH RHYMING SOUNDS. ELA (1)(B), ELA (3)(E)<I>.	
ELS028	GIVEN AN ORALLY PRESENTED LIST OF WORDS, IDENTIFY THE BEGINNING AND ENDING CONSONANT SOUNDS. ELA (1)(B), ELA (3)(A)<I>.	RDG034,SPL004 RDG048
ELS030	GIVEN AN ORALLY PRESENTED LIST OF WORDS CONTAINING SHORT VOWEL SOUNDS, IDENTIFY WHICH SOUND IS HEARD. ELA (1)(B), ELA (3)(A)<I>, ELA (4)(C)<II>.	RDG034,RDG048
ELS032	SPELL A LIST OF DICTATED TWO-LETTER WORD FAMILIES. ELA (1)(B), ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL001,RDG043
ELS034	SPELL A LIST OF DICTATED THREE-LETTER WORDS (C-V-C). ELA (1)(B), ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL010,RDG048
ELS036	SPELL A LIST OF DICTATED WORD FAMILIES WITH A SILENT "E". ELA (3)(A)<I>.	SPL001,RDG034
ELS038	SPELL A LIST OF DICTATED IRREGULAR WORDS FROM THE DOLCH LIST. ELA (3)(A)<I>, ELA (3)(A)<II>.	RDG028,SPL009 SPL010
ELS040	SPELL A LIST OF DICTATED WORDS, ADDING "S" FORMING THE PLURALS. ELA (5)(A).	SPL001,RDG034 SPL010
ELS042	CORRECTLY SPELL HIS OWN FIRST AND LAST NAME. ELA (3)(A)<II>.	
ELS044	GIVEN A LIST OF WORDS, ADD "ING" WITHOUT CHANGING THE BASE WORD. ELA (5)(B).	SPL001
ELS046	SPELL WORDS FROM THE PRE-PRIMER, PRIMER, AND FIRST GRADE SPELLING LISTS (APPENDIX OPTIONAL). ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL009

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS048	SPELL WORDS WITH TWO-LETTER BLENDS. ELA (3)(A)<I>, ELA (3)(A)<II>.	

SPELLING

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELS050	SPELL A LIST OF WORDS ENDING IN CONSONANT DIAGRAPHS (SH, CH, TH, WH). ELA (4)(C)<II>, ELA (3)(A)<I>.	SPL002,RDG048
ELS052	SPELL A LIST OF WORDS ENDING IN CONSONANT BLENDS (ED, ND, NP, NT, ST). ELA (3)(A)<I>, ELA (4)(C)<II>.	RDG048
ELS054	SPELL A LIST OF WORDS ENDING IN DOUBLE CONSONANTS (FF, LL, SS). ELA (4)(C)<II>.	SPL013
ELS056	SPELL A LIST OF WORDS ENDING IN "NK", "NG", "ND". ELA (4)(C)<II>.	SPL013,SPL012
ELS058	SPELL A LIST OF WORDS WITH THREE CONSONANT BEGINNINGS. ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL008
ELS060	SPELL A LIST OF WORDS WITH ALTERNATE LONG VOWEL PATTERNS (AI, AY, EE, OA, OW) ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL008,RDG048
ELS062	SPELL A LIST OF WORDS WITH VOWEL DIPHTHONGS (OI, OY, OU). ELA (3)(A)<I>.	SPL008,RDG048
ELS064	SPELL A LIST OF WORDS FROM THE IRREGULAR WORD LIST (APPENDIX). ELA (3)(A)<III>, ELA (4)(C)<II>.	RDG028,SPL008
ELS066	SPELL A LIST OF COMMON HOMONYMS. ELA (4)(C)<II>, ELA (3)(B)<I>.	RDG028,SPL008
ELS068	GIVEN A LIST OF APPROPRIATE WORDS, ADD "ER" TO MAKE NOUNS. ELA (3)(A)<II>, ELA (4)(C)<II>.	SPL008,RDG048
ELS070	SPELL A LIST OF COMMON CONTRACTIONS. ELA (4)(C)<III>.	RDG028,RDG048
ELS072	SPELL WORDS FROM THE SECOND GRADE SPELLING LIST (APPENDIX). ELA (3)(A)<I>, ELA (3)(A)<II>.	SPL008

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS074	GIVEN A LIST OF 10 COLOR WORDS, SPELL THEM. ELA (3)(A)<III>.	RDG028,SPL008
ELS076	SPELL A LIST OF TEN NUMBER WORDS. ELA (3)(A)<III>.	RDG028,SPL008

SPELLING

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELS078	SPELL A LIST OF WORDS ENDING IN "CK", "PH". ELA (3)(A)<I>.	SPL012,SPL013
ELS080	SPELL A LIST OF WORDS ENDING IN "NCH", "TCH". ELA (3)(A)<I>.	SPL012,SPL013
ELS082	SPELL A LIST OF WORDS USING SILENT CONSONANT PATTERNS (KN, MB, WR, LK). ELA (3)(A)<I>.	RDG034,SPL008
ELS084	SPELL A LIST OF WORDS USING VOWEL PATTERNS (OW, EA, OO, Y). ELA (3)(A)<I>.	RDG034,SPL008
ELS086	SPELL A LIST OF WORDS USING THE SOFT AND HARD SOUND OF "C" AND "G". ELA (3)(A)<I>.	RDG034,SPL008
ELS088	SPELL A LIST OF COMMON, IRREGULAR WORDS FROM THE IRREGULAR WORD LIST. ELA (4)(C)<II>, ELA (3)(A)<III>.	SPL009
ELS090	SPELL A LIST OF WORDS USING "AW", "AU", AND "AL" PATTERNS. ELA (3)(A)<I>.	SPL003,SPL008
ELS092	SPELL A LIST OF WORDS USING VOWEL COMBINATIONS (OR, ER, AR, IR, UR). ELA (3)(A)<I>.	SPL013
ELS094	SPELL A LIST OF WORDS FROM THE THIRD GRADE SPELLING LIST (APPENDIX). ELA (3)(A)<III>, ELA (4)(C)<II>.	SPL007,SPL009
ELS096	GIVEN A LIST OF BASE WORDS, ADD "ING" AND "ED". ELA (3)(A)<II>.	SPL010,RDG048
ELS098	GIVEN A LIST OF WORDS, CHANGE THEM INTO MODIFIERS BY ADDING "ER", "EST", AND "LY". ELA (3)(A)<II>.	SPL010,RDG048
ELS100	SPELL A LIST OF COMPOUND WORDS. ELA (3)(A)<II>.	SPL008,SPL010

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS102	SPELL A LIST OF CONTRACTIONS. ELA (3)(A), ELA (4)(C)<II>.	SPL008,SPL010
ELS104	PRODUCE BASIC SENTENCE PATTERNS AND VARIATIONS USING ASSIGNED SPELLING WORDS. ELA (5)(D), ELA (5)(E), ELA (3)(B)<I>.	
ELS106	USE THE DICTIONARY AS A KEY TO PRONUNCIATION INCLUDING PHONETIC RESPELLING. ELA (3)(A)<V>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS108	SPELL A LIST OF WORDS WITH ALTERNATE VOWEL PATTERNS FOR FAMILIAR SOUNDS (AIN, AUGH, IGHT, OUGHT). ELA (4)(C)<II>, ELA (5)(E).	SPL008,SPL011 RDG048
ELS110	SPELL A LIST OF WORDS USING "GH" (PRONOUNCED AS "F"), "QU", AND "SC". ELA (4)(C)<II>, ELA (5)(E).	SPL008,SPL011 RDG048
ELS112	SPELL A LIST OF ALL THE MONTHS OF THE YEAR AND DAYS OF THE WEEK. ELA (4)(C)<II>, ELA (4)(C)<III>, ELA (5)(E).	RDG060,TMT000
ELS114	SPELL ABBREVIATIONS FOR THE MONTHS OF THE YEAR AND DAYS OF THE WEEK. ELA (4)(C)<II>, ELA (4)(C)<III>, ELA (5)(E).	RDG060,TMT000
ELS116	SPELL A LIST OF NUMBER WORDS TO TWENTY. ELA (4)(C)<II>.	SPL001
ELS118	SPELL A LIST OF COMMON, IRREGULAR WORDS FROM THE IRREGULAR WORD LIST (APPENDIX). ELA (4)(C)<II>, ELA (5)(E).	SPL009,RDG048
ELS120	SPELL THE PLURAL FORMS OF A LIST OF WORDS ENDING IN "CH", "SH", "S", "X", AND "Z". ELA (4)(C)<II>, ELA (5)(E).	RDG034,SPL011 RDG048
ELS122	GIVEN A LIST OF WORDS, ADD COMMON PREFIXES (BE, DE, DIS, IN, RE, UN). ELA (3)(A)<I>, ELA (4)(C)<II>.	RDG034,SPL008 RDG048
ELS124	SPELL A LIST OF WORDS WITH ENDINGS "CLE", "LESS", "NESS", "FUL", "AGE", "DOM", "OUS", "TURE", "TION", "MENT", "BLE". ELA (3)(A)<I>.	RDG034,SPL008 RDG048
ELS126	SPELL WORDS FROM THE FOURTH GRADE SPELLING LIST. ELA (4)(C)<II>, ELA (5)(E).	SPL007,SPL009

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS128	SPELL A LIST OF WORDS ENDING WITH "EL", "AL", "IL", "UL", "LE". ELA (3)(A)<III>, ELA (4)(C)<III>.	RDG034,SPL008
ELS130	ABBREVIATE THE NAMES OF THE FIFTY STATES. ELA (4)(C)<III>.	WRL071
ELS132	SPELL THE PLURAL FORMS OF WORDS ENDING IN "F", "FE", "Y". ELA (3)(A)<I>, ELA (4)(C)<II>.	RDG034,SPL008
ELS134	GIVEN DICTATED SENTENCES CONTAINING ABBREVIATIONS (MR., MRS., DR., D.D.S., M.D., ST., AVE., CT., ETC.) SPELL AND PUNCTUATE THE ABBREVIATIONS. ELA (4)(C)<III>, ELA (5)(E).	WRL071
ELS136	SPELL A LIST OF COMMON IRREGULAR WORDS FROM THE IRREGULAR WORD LIST (APPENDIX). ELA (4)(C)<II>, ELA (5)(B), ELA (5)(F).	SPL009,SPL019
ELS138	SPELL A LIST OF WORDS USING PREFIXES "EN", "IM", "ES", "PRE", "CON". ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL008,SPL011
ELS140	SPELL A LIST OF WORDS USING SUFFIXES "ANCE", "ABLE", "ET", "IC", "IVE". ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL008,SPL011
ELS142	GIVEN A LIST OF WORDS ENDING IN "CLE", ADD "LY" TO THEM. ELA (3)(A)<I>, ELA (4)(C)<II>, ELA (5)(F).	SPL008,SPL011
ELS144	SPELL THE FIFTH GRADE LIST OF WORDS FROM THE SPELLING WORD LIST. (APPENDIX). ELA (4)(C)<II>, ELA (3)(A)<III>.	SPL009,SPL012

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPELLING	
ELS146	SPELL A LIST OF WORDS WITH "CH", AND "CK" PRONOUNCED AS "K". ELA (3)(A)<III>, ELA (4)(C)<II>.	SPL008,SPL012 SPL013
ELS148	SPELL A LIST OF WORDS WITH "PH" PRONOUNCED AS "F". ELA (3)(A)<III>. ELA (4)(C)<II>.	SPL008,SPL012 SPL013
ELS150	SPELL A LIST OF NUMBER WORDS IN COMBINATIONS ABOVE THE NUMBER TWENTY. ELA (4)(C)<II>, ELA (5)(F).	SPL019
ELS152	SPELL THE PLURAL FORMS OF WORDS ENDING IN "O". ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL013
ELS154	SPELL A LIST OF COMMON IRREGULAR WORDS FROM THE IRREGULAR WORD LIST (APPENDIX). ELA (4)(C)<II>, ELA (5)(B).	SPL009,SPL019
ELS156	SPELL THE PLURAL FORMS OR WORDS REQUIRING INTERNAL CHANGES. ELA (4)(C)<II>, ELA (5)(F).	SPL008,SPL011
ELS158	SPELL A LIST OF WORDS WITH COMMON ENDINGS "AIN", "ATE", "ENCE", "ENT", "IBLE", "ICE", "ITE", "TRY", "VE". ELA (4)(C)<II>, ELA (5)(F).	SPL008,SPL011
ELS160	SPELL A LIST OF WORDS ENDING IN "E" TO WHICH COMMON ENDINGS ARE ADDED. ELA (3)(A)<I>, ELA (4)(C)<II>.	SPL008,SPL011
ELS162	SPELL A LIST OF SIXTH GRADE SPELLING WORDS CHOSEN FROM A STANDARD SIXTH GRADE TEXT. ELA (4)(C)<II>, ELA (3)(A)<III>.	SPL007,SPL009 SPL012

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM002	GIVEN A FIVE BLOCK ARRANGEMENT, REPRODUCE IT. M<A>(1)(B), M<A>(1)(D).	MTH002
ELM004	GIVEN THREE BLOCKS, MATCH TWO OF THE SAME COLOR. M<A>(3)(B), M<A>(7)(A).	MTH002,MTH030
ELM006	GIVEN THREE SHAPES, MATCH TWO OF THE SAME SHAPES. M<A>(7)(A), M<A>(3)(B).	MTH002,MTH030
ELM008	GIVEN THREE BLOCKS, MATCH TWO OF THE SAME SIZE. M<A>(7)(A), M<A>(3)(B).	MTH002,MTH030
ELM010	GIVEN A FIVE BEAD PATTERN, COMPLETE IT. M <A>(1)(B), M <A>(5)(C).	MTH030
ELM012	GIVEN A SHAPE FOR TEN SECONDS, SELECT IT FROM THREE SHAPES. M <A>(3)(B).	MTH002,MTH030
ELM014	GIVEN INSTRUCTIONS, PLACE TWO OBJECTS IN THE STATED ORDER. M <A>(1)(C), M <A>(3)(A).	MTH002,MTH030
ELM016	GIVEN FIVE CONCRETE OBJECTS, COUNT THEM. M <A>(1)(A), M <A>(1)(B).	MTH001,MTH002
ELM018	GIVEN 15 OBJECTS IN 3 DIFFERENT CATEGORIES, SORT PICTURES INTO THE 3 CATEGORIES. M <A>(1)(C), M <A>(3)(A), M <A>(3)(B).	MTH001,MTH002
ELM020	GIVEN THREE PICTURES WITH ONE UNRELATED, CHOOSE THE PICTURE THAT DOES NOT BELONG. M <A>(3)(A), M <A>(3)(B).	MTH031
ELM022	GIVEN A SERIES OF ITEMS IN ASSORTED SIZES, ARRANGE THE ITEMS FROM LARGEST TO SMALLEST. M <A>(1)(C), M <A>(4)(A).	MTH002

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM024	GIVEN TEN CONCRETE OBJECTS, COUNT THEM. M<A>(1)(A);<A>(1)(C);<A>(1)(D).	MTH002,MTH030
ELM026	GIVEN THE NUMERALS 0-10, IDENTIFY THEM. M<A>(1)(A).	MTH002,MTH030
ELM028	GIVEN THE NUMERALS 0-10, PUT THEM IN ORDER. M<A>(1)(C); <A>(1)(A); <A>(1)(D).	MTH002,MTH031
ELM030	GIVEN A SET OF OBJECTS, THROUGH TEN, STATE THE NUMBER OF OBJECTS IN THAT SET. M<A>(1)(D); <A>(1)(B);<A>(1)(A).	MTH002,MTH031
ELM032	GIVEN TWO EQUIVALENT SETS, MATCH THEM BY USING ONE-TO-ONE CORRESPONDENCE. M<A>(1)(A); <A>(1)(B); <A>(1)(C).	MTH030
ELM034	GIVEN TWO SETS, CHOOSE WHICH ONE HAS FEWER. M<A>(1)(A); <A>(1)(B);<A>(2).	MTH030
ELM036	GIVEN TWO SETS, CHOOSE WHICH ONE HAS MORE. M<A>(1)(A);<A>(1)(B);<A>(2).	MTH030
ELM038	GIVEN A SET OF THREE OBJECTS, CHOOSE THE FIRST ONE, THE MIDDLE ONE, AND THE LAST ONE. M<A>(1)(C);<A>(3)(A).	MTH002,MTH030
ELM040	GIVEN A TEN-BEAD PATTERN, DUPLICATE IT. M<A>(1)(B);(A)(1)(C);<A>(3)(B).	MTH001

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM084	ROTE COUNT TO ONE HUNDRED. M<B>(1)(A)(I).	MTH001,MTH002
ELM086	READ NUMBER WORDS 1-10. M<B>(1).	MTH048
ELM088	GIVEN THE NUMERALS 0-100, WRITE THEM IN ORDER. M<B>(1)(A)(III); <B>(1)(A)(I).	MTH048
ELM090	GIVEN TWO NUMBERS, 0-10, DETERMINE THE RELATIONSHIP BETWEEN THE GREATER THAN, LESS THAN, OR EQUAL TO. M<B>(1)(A)(III).	MTH048
ELM092	GIVEN SETS OF TENS AND ONES, IDENTIFY THEM AS SETS OF TENS AND ONES. M<B>(1)(B).	MTH030
ELM094	GIVEN SETS, DETERMINE IF THEY ARE EQUIVALENT. M<B>(1)(A); <B>(1)(A)(III).	MTH031
ELM096	GIVEN TWO-DIGIT NUMBERS IN STANDARD FORM, READ THEM. M<B>(1).	MTH005
ELM098	GIVEN A TWO-DIGIT NUMBER, IDENTIFY THE PLACE VALUE OF EACH DIGIT. M<B>(1)(B).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM146	IDENTIFY AND WRITE THE NUMERALS 0-199. M<C>(1)(A)(III).	MTH007
ELM148	GIVEN A NUMBER LESS THAN 90, WRITE A NUMBER WHICH IS GREATER THAN THE GIVEN NUMBER. M<C>(1)(A)(II).	MTH007
ELM150	NAME THE ORDINAL NUMBERS TO FIVE. M<C>(1)(A)(I).	MTH007
ELM152	COUNT BY FIVES, TENS AND TWOS TO 100. M<C>(1)(A)(II).	MTH007
ELM154	GIVEN THE NUMBERS 0-199 WITH MISSING ELEMENTS, WRITE THE MISSING ELEMENTS. M<C>(1)(A)(III).	MTH006,MTH007
ELM156	IDENTIFY AND WRITE THE NUMERALS BEFORE AND AFTER ANY NUMERAL 1 THROUGH 199. M<C><1)(A)(III).	MTH006,MTH007
ELM158	IDENTIFY AND WRITE THE NUMBER THAT COMES BETWEEN A GIVEN NUMBER (0-100). M<C>(1)(A)(III).	MTH048
ELM160	COUNT OBJECTS GROUPED INTO HUNDREDS, TENS, AND ONES, AND RECORD THE NUMERAL IN STANDARD FORM. M<C>(1)(B).	MTH048
ELM162	GIVEN TWO-DIGIT NUMERALS, WRITE THEM IN STANDARD FORM. M<C>(1)(B).	MTH007
ELM164	READ THREE-DIGIT NUMERALS TO PLACE VALUE. M(C)(1)(B).	MTH007,MTH034
ELM166	WRITE A THREE-DIGIT NUMERAL IN EXPANDED FORM. M (C)(1)(B)<I>.	MTH007,MTH034
ELM168	GIVEN TWO NUMBERS, DETERMINE THE RELATIONSHIPS GREATER THAN, LESS THAN, OR EQUAL TO. M(C)(A)<I>.	MTH007,MTH006

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM226	COUNT AND RECORD OBJECTS THAT ARE GROUPED INTO 1,000, 100, 10, AND 1. M(D)(1)<C>.	MTH002,MTH009
ELM228	READ A FOUR-DIGIT NUMBER. M(D)(1)<G>.	MTH009
ELM230	WRITE A FOUR-DIGIT NUMERAL IN STANDARD FORM. M(D)(1)<G>.	
ELM232	GIVEN A NUMERAL IN WORD FORM, WRITE IT IN STANDARD FORM. M(D)(1)<G>.	MTH009
ELM234	IDENTIFY AND WRITE EVEN NUMBERS GREATER THAN 50. M(D)(1)<B>.	MTH009
ELM236	IDENTIFY AND WRITE ODD NUMBERS GREATER THAN 50. M(D)(1)<B>.	MTH009
ELM238	GIVEN TWO NUMBERS, 0-1000, DETERMINE THE RELATIONSHIP BETWEEN THEM; GREATER THAN, LESS THAN, OR EQUAL TO, AND WRITE THE EQUATION. M(D)(1)<A>.	MTH009
ELM240	GIVEN A THREE-DIGIT NUMBER, IDENTIFY THE PLACE VALUE OF EACH DIGIT. M(D)(1)<C>.	MTH009
ELM242	GIVEN A FIVE-DIGIT NUMBER, IDENTIFY THE PLACE VALUE OF EACH DIGIT. M(D)(1)<C>.	MTH034

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM320	WRITE NUMERALS IN EXPANDED FORM THROUGH THE THOUSANDS. M(1)<G>.	MTH008,MTH011
ELM322	READ A SIX-DIGIT NUMBER. M(1)<G>.	MTH008,MTH011
ELM324	WRITE A SIX-DIGIT NUMERAL IN STANDARD FORM. M(1)<G>.	MTH008,MTH011
ELM326	GIVEN A SIX-DIGIT NUMERAL IN WORD FORM, WRTIE IT IN STANDARD FORM. M(1)<G>.	MTH008,MTH011
ELM328	WRITE IN WORD FORM NUMERALS THROUGH THE THOUSANDS PLACE. M(1)<G>.	MTH008,MTH011
ELM330	IDENTIFY THE PLACE VALUE OF EACH DIGIT IN A FIVE DIGIT NUMBER. M(1)<C>.	MTH048
ELM332	IDENTIFY THE PLACE VALUE OF EACH DIGIT IN A SIX DIGIT NUMBER. M(1)<C>.	MTH048

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM428	MULTIPLY THREE-DIGIT NUMERALS BY MULTIPLES OF TEN UP TO 100. M(2)<A>.	MTH011,MTH013
ELM430	DIVIDE A FOUR-DIGIT NUMERAL BY A ONE-DIGIT NUMERAL WITH A REMAINDER. M(2)<A>.	MTH011,MTH013
ELM432	DIVIDE A THREE-DIGIT NUMERAL BY A TWO-DIGIT NUMERAL WITH A REMAINDER. M(2)<A>.	MTH011,MTH013
ELM434	SOLVE MULTIPLICATION WORD PROBLEMS WITH TWO-DIGIT MULTIPLIERS. M(3)<B>, M(2)<A>.	MTH011,MTH013
ELM436	SOLVE DIVISION WORD PROBLEMS WITH TWO-DIGIT DIVISORS. M(3)<B>, M(2)<A>.	MTH011,MTH013

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM402	READ A SEVEN-DIGIT NUMBER. M(1)<D>, M(1)<A>.	MTH011,MTH014
ELM404	WRITE A SEVEN-DIGIT NUMBER IN STANDARD FORM. M(1)<D>, M(1)<A>.	MTH011,MTH014
ELM406	WRITE NUMERALS IN WORD FORM THROUGH 10,000. M(1)<A>.	MTH011,MTH014
ELM408	IDENTIFY THE PLACE VALUE OF EACH DIGIT IN A SEVEN-DIGIT NUMERAL. M(1)<D>.	MTH011,MTH014
ELM410	ADD TWO FOUR-DIGIT NUMERALS WITH REGROUPING. M(2)<A>.	MTH014
ELM412	GIVEN THREE FOUR-DIGIT NUMERALS, ADD THEM WITH REGROUPING. M(2)<A>.	MTH011,MTH013
ELM414	SUBTRACT A THREE-DIGIT NUMERAL FROM A FOUR-DIGIT NUMERAL WITH REGROUPING. M(2)<A>.	MTH011,MTH013
ELM416	SUBTRACT A FOUR-DIGIT NUMERAL FROM A GREATER FOUR-DIGIT NUMERAL WITH REGROUPING. M(2)<A>.	MTH011,MTH013
ELM418	CHECK SUBTRACTION PROBLEM BY ADDITION. M(2)<C>.	MTH011,MTH013
ELM420	SOLVE ADDITION WORD PROBLEMS INVOLVING FOUR-DIGIT NUMERALS WITH REGROUPING. M(3)<B>, M(2)<A>.	MTH011,MTH013
ELM422	SOLVE SUBTRACTION WORD PROBLEMS INVOLVING FOUR-DIGIT NUMERALS WITH REGROUPING. M(3)<B>, M(2)<A>.	MTH011,MTH013
ELM424	GIVEN TWO TWO-DIGIT NUMERALS, MULTIPLY THEM WITH REGROUPING. M(2)<A>.	MTH011,MTH013
ELM426	MULTIPLY A THREE-DIGIT NUMERAL WITH A TWO-DIGIT NUMERAL USING REGROUPING. M(2)<A>.	MTH011,MTH013

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMERATION	
ELM476	READ AND WRITE NUMERALS FOR NUMBERS TO THE BILLIONS. M(1)<A>, M(1)<D>.	MTH011
ELM478	IDENTIFY THE PLACE VALUES OF EACH DIGIT FOR NUMBERS TO THE BILLIONS. M(1)<A>, M(1)<D>.	MTH011,MTH014
ELM480	ARRANGE NUMBERS IN ORDER FROM SMALLEST TO LARGEST; AND VICE VERSA TO SIX-DIGITS. M(1)<A>, M(1)<D>.	MTH011,MTH014
ELM482	ROUND NUMBERS TO THE NEAREST TENS AND HUNDREDS PLACE. M(1)<C>.	MTH011,MTH014
ELM484	IDENTIFY THE RELATIONSHIP BETWEEN TWO NUMBERS AS GREATER THAN, LESS THAN, OR EQUAL TO THROUGH SIX-DIGIT NUMERALS. M(1)<A>, M(1)<D>.	MTH011,MTH014

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM042	GIVEN A SET OF OBJECTS, TEN OR LESS, ADD A SPECIFIC NUMBER TO IT AND STATE THE SUM. M<A>(1)(A); <A>(1)(B); <A>(2).	MTH002,MTH032
ELM044	GIVEN A SET OF OBJECTS, REMOVE A SPECIFIC NUMBER FROM IT AND STATE THE DIFFERENCE. M<A>(2); <A>(1)(A); <A>(1)(B).	MTH002,MTH033

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM100	GIVEN TWO ONE-DIGIT NUMBERS, ADD THROUGH SUMS OF 18. M <B> (3)(A).	MTH002,MTH005
ELM102	GIVEN TWO ONE-DIGIT NUMBERS, SUBTRACT THROUGH MINUENDS OF 18. M<B>(3)(A).	MTH048,MTH049
ELM104	GIVEN A ONE-DIGIT NUMBER AND A TWO-DIGIT NUMBER, ADD THEM WITHOUT REGROUPING. M<B>(3)(A).	MTH005,MTH006 MTH007
ELM106	GIVEN A ONE-DIGIT NUMBER AND A TWO-DIGIT NUMBER, SUBTRACT THEM WITHOUT REGROUPING. M<B>(3)(A).	MTH005,MTH006 MTH007
ELM108	GIVEN TWO TWO-DIGIT NUMBERS, ADD THEM WITHOUT REGROUPING. M<B>(3)(A).	MTH005,MTH006
ELM110	GIVEN TWO TWO-DIGIT NUMBERS, SUBTRACT THE LESSER FROM THE LARGER. M<B>(3)(A); <B>(1)(A)(III).	MTH005
ELM112	COMPUTE BOTH VERTICAL AND HORIZONTAL FORMS FOR BASIC ADDITION AND SUBTRACTION FACTS. M<B>(3)(A).	MTH005,MTH007

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM170	RECALL FROM MEMORY THE ADDITION FACTS THROUGH 20. M(C)(2)<A>.	MTH005,MTH006
ELM172	RECALL FROM MEMORY THE SUBTRACTION FACTS THROUGH 20. M(C)(2)<A>.	MTH033
ELM174	WRITE THE RELATED FACTS FOR ADDITION AND SUBTRACTION FACTS. M(C)(2)<A>.	MTH005,MTH006
ELM176	ADD THREE ONE-DIGIT NUMBERS WITH SUMS NOT MORE THAN 18. M(C)(2)<A>.	MTH006,MTH007
ELM178	GIVEN TWO THREE-DIGIT NUMBERS, ADD THEM WITHOUT REGROUPING. M(C)(2)<A>.	MTH006,MTH007
ELM180	SUBTRACT A THREE-DIGIT NUMBER FROM A GREATER THREE-DIGIT NUMBER WITHOUT REGROUPING. M(C)(2)<A>.	MTH006,MTH007
ELM182	SOLVE ADDITION WORD PROBLEMS THROUGH TEN. M(C)(3)<A>.	MTH006,MTH007
ELM184	SOLVE SUBTRACTION WORD PROBLEMS THROUGH TEN. M(C)(3)<A>.	MTH006,MTH007

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM244	GIVEN TWO TWO-DIGIT NUMBERS, ADD USING REGROUPING. M(D)(2)<A>.	MTH045
ELM246	GIVEN TWO TWO-DIGIT NUMBERS, SUBTRACT THE LESSER FROM THE LARGER USING REGROUPING. M(D)(2)<A>.	MTH045
ELM248	GIVEN TWO THREE-DIGIT NUMBERS, ADD USING REGROUPING FROM ONES TO THE TENS. M(D)(2)<A>.	MTH045
ELM250	SUBTRACT A TWO-DIGIT NUMBER FROM A THREE-DIGIT NUMBER WITH REGROUPING FROM THE TENS TO THE ONES. M(D)(2)<A>.	MTH045
ELM252	GIVEN TWO THREE-DIGIT NUMBERS, SUBTRACT THE LESSER FROM THE LARGER WITH REGROUPING FROM TENS TO ONES. M(D)(2)<A>.	MTH045
ELM254	CHECK SUBTRACTION PROBLEMS BY ADDITION. M(D)(2)<E>.	MTH009,MTH013
ELM256	SOLVE ADDITION WORD PROBLEMS INVOLVING TWO-DIGIT NUMBERS WITH REGROUPING FROM ONES TO TENS. M(D)(2)<A>.	MTH009
ELM258	SOLVE SUBTRACTION WORD PROBLEMS INVOLVING TWO-DIGIT NUMBERS WITH REGROUPING FROM THE TENS TO THE ONES. M(D)(2)<A>.	MTH009
ELM260	RECALL BASIC MULTIPLICATION FACTS THROUGH 5 X 9. M(D)(2)<C>, M(D)(6)<B>.	MTH009,MTH039
ELM262	RECALL BASIC DIVISION FACTS THROUGH 45 DIVIDED BY 5. M(D)(2)<D>.	MTH008,MTH009
ELM264	WRITE THE RELATED FACTS IN MULTIPLICATION AND DIVISION THROUGH THE FIVES. M(D)(2)<E>.	MTH008,MTH009
ELM266	MULTIPLY A TWO-DIGIT NUMBER BY FIVE OR LESS WITHOUT REGROUPING. M(D)(2)<C>.	MTH008,MTH009

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM268	DIVIDE A TWO-DIGIT NUMBER (45 OR LESS) BY A ONE-DIGIT NUMBER WITHOUT REGROUPING. M(D)(2)<D>.	MTH008,MTH041
ELM270	MULTIPLY A TWO-DIGIT NUMBER BY FIVE OR LESS WITH REGROUPING. M(D)(2)<C>.	MTH008,MTH009
ELM272	DIVIDE A ONE-DIGIT NUMBER BY A ONE-DIGIT NUMBER WITH A REMAINDER. M(D)(2)<D>.	MTH008,MTH009
ELM274	DIVIDE A TWO-DIGIT NUMBER BY A ONE-DIGIT NUMBER WITH REMAINDER. M(D)(2)<D>.	MTH008,MTH009
ELM276	WRITE MULTIPLICATION EQUATIONS FROM A SET OF NUMBERS THROUGH THE FIVES. M(D)(2)<C>.	MTH008,MTH009
ELM278	DIVIDE ANY TWO OR THREE-DIGIT NUMBER BY A ONE-DIGIT NUMBER WITHOUT A REMAINDER. M(D)(2)<D>.	MTH008,MTH009
ELM280	SOLVE MULTIPLICATION WORD PROBLEMS THROUGH THE FIVES. M(D)(2)<C).	MTH008,MTH009
ELM282	SOLVE DIVISION WORD PROBLEMS THROUGH 45 DIVIDED BY 5. M(D)(2)<D>.	MTH008,MTH009

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM334	DETERMINE THE RELATIONSHIP BETWEN TWO NUMBERS 0-100,000: GREATER THAN, LESS THAN, AND EQUAL TO. M(1)<A>.	MTH048
ELM336	ADD THREE THREE-DIGIT NUMERALS WITH REGROUPING. M(2)<A>, M(3)<B>.	MTH008,MTH011
ELM338	SUBTRACT A THREE-DIGIT NUMBER FROM A GREATER THREE-DIGIT NUMBER WITH REGROUPING. M(2)<A>, M(3)<B>.	MTH008,MTH045
ELM340	CHECK SUBTRACTION PROBLEMS BY ADDITION. M(2)<A>, M(2)<D>, M(3)<B>.	MTH008,MTH011
ELM342	SOLVE WORD PROBLEMS WITH ADDITION INVOLVING THREE-DIGIT NUMERALS WITH REGROUPING. M(3)<A>, M(3)<B>, M(3)<C>, M(3)<D>.	MTH008,MTH011
ELM344	SOLVE SUBTRACTION WORD PROBLEMS INVOLVING THREE-DIGIT NUMERALS WITH REGROUPING. M(3)<A>, M(3)<B>, M(3)<C>, M(3)<D>.	MTH008,MTH011
ELM346	RECALL THE MULTIPLICATION FACTS THROUGH THE NINES. M(2)<B>.	MTH011,MTH039
ELM348	RECALL THE BASIC DIVISION FACTS THROUGH 81 DIVIDED BY 9. M(2)<C>.	MTH041,MTH042
ELM350	WRITE THE RELATED FACTS FOR MULTIPLICATION AND DIVISION FACTS THROUGH THE NINES. M(2)<B>, M(2)<C>.	MTH008,MTH039 MTH040
ELM352	MULTIPLY A THREE-DIGIT NUMERAL BY A ONE DIGIT NUMERAL WITH REGROUPING. M(2)<B>.	MTH008,MTH011
ELM354	MULTIPLY A THREE-DIGIT NUMERAL BY MULTIPLES OF TENS UP TO 100. M(2)<B>.	MTH008,MTH011
ELM356	DIVIDE A THREE-DIGIT NUMERAL BY A ONE DIGIT NUMERAL WITH A REMAINDER. M(2)<C>.	MTH008,MTH011

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM358	CHECK DIVISION PROBLEMS BY MULTIPLICATION. M(2)<D>.	MTH004,MTH010
ELM360	DIVIDE A THREE-DIGIT NUMERAL BY A ONE-DIGIT NUMERAL WITH A REMAINDER AND ZERO IN THE QUOTIENT. M(2)<C>.	MTH004,MTH010 MTH013
ELM362	SOLVE MULTIPLICATION WORD PROBLEMS THROUGH THE NINES. M(3)<A>, M(3)<B>, M(3)<C>, M(3)<D>.	MTH004,MTH013
ELM364	SOLVE DIVISION WORD PROBLEMS THROUGH THE NINES. M(3)<A>, M(3)<B>, M(3)<C>, M(3)<D>.	MTH004,MTH013

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	OPERATIONS	
ELM486	ADD FIVE-DIGIT NUMERALS TOGETHER WITH REGROUPING. M(2)<A>.	MTH011,MTH014
ELM488	SUBTRACT A FIVE-DIGIT NUMBER WITH REGROUPING. M(2)<A>.	MTH011,MTH014
ELM490	MULTIPLY A THREE-DIGIT NUMBER BY A TWO-DIGIT NUMBER. M(2)<A>.	MTH011,MTH014
ELM492	DIVIDE A FOUR-DIGIT NUMERAL BY A THREE-DIGIT NUMERAL WITH A REMAINDER. M(2)<A>.	MTH011,MTH014
ELM494	TRANSFER NUMERALS FROM HORIZONTAL TO VERTICAL FORM, AND SOLVE THE PROBLEMS. M(2) A.	MTH011,MTH014
ELM496	SOLVE WORD PROBLEMS INVOLVING BOTH ONE AND TWO STEPS. M(2)<A>, M(3)<B>.	MTH011,MTH014

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM046	GIVEN A CLOCK AND A WATCH, RECOGNIZE THEM AS INSTRUMENTS FOR MEASURING TIME. M<A>(4)(C).	MTH003
ELM048	GIVEN PENNIES AND NICKELS, RECOGNIZE THEM AS PENNIES AND NICKELS. M<A>(4)(B).	MTH003
ELM050	GIVEN TWO OBJECTS, CHOOSE WHICH ONE IS LONGER OR SHORTER. M<A>(4)(A); <A>(5)(B).	MTH005
ELM052	GIVEN TWO OBJECTS, CHOOSE WHICH ONE IS TALLER OR SHORTER. M<A>(4)(A); <A>(5)(B).	MTH005
ELM054	GIVEN TWO OBJECTS, CHOOSE WHICH ONE IS LARGER OR SMALLER. M<A>(4)(A); <A>(5)(B).	MTH005,MTH030
ELM056	GIVEN 3 OBJECTS, CHOOSE WHICH ONE IS LONGEST OR SHORTEST. M<A>(4)(A); <A>(5)(B).	MTH005,MTH030
ELM058	GIVEN 3 OBJECTS, CHOOSE WHICH ONE IS TALLEST OR SHORTEST. M<A>(4)(A); <A>(5)(B).	MTH005,MTH030
ELM060	GIVEN 3 OBJECTS, CHOOSE WHICH ONE IS LARGEST OR SMALLEST. M<A>(4)(A); <A>(5)(B).	MTH005,MTH030
ELM062	GIVEN TWO CONCRETE OBJECTS, CHOOSE THE HEAVIER. M<A>(4)(A); <A>(5)(B).	MTH005,MTH030
ELM064	GIVEN A THERMOMETER, RECOGNIZE IT AS AN INSTRUMENT FOR MEASURING TEMPERATURE. M<A>(4).	MTH001
ELM066	GIVEN MEASURING CUPS, RECOGNIZE THEM AS UNITS OF LIQUID MEASURE. M<A>(4).	MTH001

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES

MEASUREMENT

CODE	OBJECTIVE	SUGGESTED RESOURCES
ELM068	GIVEN TWO OBJECTS, STATE WHETHER THE SHAPE IS THE SAME OR DIFFERENT. M<A>(5)(A); <A>(5)(B).	MTH001

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM120	GIVEN A CLOCK, TELL TIME TO THE NEAREST HOUR. M<B>(4)(A); <B>(4)(B)(II).	MTH009,MTH024
ELM122	GIVEN A CALENDAR, RECITE THE DAYS OF THE WEEK. M<B>(4)(A); <B>(4)(B)(II).	
ELM124	RECOGNIZE DIMES. M<B>(4)(A); <B>(4)(B)(I).	
ELM126	COMPARE THE VALUES OF PENNIES, NICKELS, AND DIMES. M<B>(4)(A); <B>(4)(B)(I)	MTH015,MTH038
ELM128	GIVEN A RULER, RECOGNIZE IT AS AN INSTRUMENT FOR MEASURING LENGTH. M<B>(4)(A); <B>(4)(B)(III).	MTH007,MTH022 MTH023
ELM130	GIVEN A METRIC RULER, RECOGNIZE IT AS AN INSTRUMENT FOR MEASURING LENGTH. M<B>(4)(A); <B>(4)(B)(III).	MTH007,MTH022 MTH023
ELM132	GIVEN SCALES, RECOGNIZE THEM AS AN INSTRUMENT FOR MEASURING WEIGHT. M<B>(4)(A); <B>(4)(B)(IV).	MTH007,MTH022 MTH023
ELM134	DEMONSTRATE AN UNDERSTANDING OF THE TERMS TEMPERATURE AND THERMOMETER. M<B>(4)(A); <B>(4)(B)(VI).	MTH007,MTH022 MTH023
ELM136	RECOGNIZE THE TERM PINT AS A UNIT OF LIQUID MEASURE. M<B>(4)(A); <B>(4)(B)(V).	MTH007,MTH022 MTH023

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM192	TELL TIME TO THE NEAREST HALF HOUR. M(C)(4)(B)<II>.	MTH025,MTH037
ELM194	GIVEN A CALENDAR, RECITE THE MONTHS. M(C)(4)(B)<II>.	
ELM196	GIVEN A QUARTER, HALF-DOLLAR, AND A DOLLAR, RECOGNIZE THEM. M(C)(4)(B)<I>.	MTH015,MTH016
ELM198	COMPARE THE VALUES OF PENNIES, NICKELS, DIMES, QUARTERS, HALF-DOLLARS AND DOLLARS. M(C)(4)(B)<I>.	MTH015,MTH016
ELM200	GIVEN A RULER, MEASURE TO THE NEAREST CENTIMETER. M(C)(4)(B)<III>.	MTH022,MTH023
ELM202	GIVEN A RULER, MEASURE TO THE NEAREST INCH. M(C)(4)(B)<III>.	MTH022
ELM204	RECOGNIZE A YARDSTICK AS AN INSTRUMENT FOR MEASURING LENGTH. M(C)(4)(B)<III>.	MTH022
ELM206	GIVEN A SET OF SCALES, MEASURE HIS/HER WEIGHT TO THE NEAREST POUND/KILOGRAM. M(C)(4)(B)<IV>.	MTH022
ELM208	READ A FAHRENHEIT THERMOMETER. M(C)(4)(B)<VI>.	MTH022
ELM210	READ A CENTIGRADE THERMOMETER. M(C)(4)(B)<VI>.	MTH022
ELM212	RECOGNIZE THE TERM QUART AS A UNIT OF LIQUID MEASURE. M(C)(4)(B)<V>.	MTH022
ELM214	RECOGNIZE THE TERM LITER AS A UNIT OF LIQUID MEASURE. M(C)(4)(B)<V>.	MTH022

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM286	TELL TIME TO THE NEAREST QUARTER HOUR. M(D)(4)<A>.	MTH009,MTH024
ELM288	IDENTIFY EQUIVALENT UNITS OF TIME, SECONDS, MINUTES, HOURS, DAYS, WEEKS, AND MONTHS. M(D)(4)<A>.	MTH009,MTH024 MTH025
ELM290	MAKE CONVERSATIONS WITH COINS. M(D)(2)<B>.	MTH016,MTH017
ELM292	CONVERT DOLLARS AND COINS. M(D)(2)<B>.	MTH016,MTH017
ELM294	COUNT CHANGE LESS THAN ONE DOLLAR. M(D)(2)<B>.	MTH016,MTH017
ELM296	MEASURE TO THE NEAREST FOOT. M(D)(4)<A>.	MTH008,MTH022
ELM298	MEASURE TO THE NEAREST YARD. M(D)(4)<A>.	MTH012,MTH022
ELM300	MEASURE TO THE NEAREST METER. M(D)(4)<B>.	MTH012,MTH023
ELM302	MEASURE TO THE NEAREST HALF-INCH UP TO TWELVE INCHES. M(D)(4)<A>.	MTH022
ELM304	SELECT THE APPROPRIATE INSTRUMENT TO MEASURE LENGTH. M(D)(4)<A>.	MTH009,MTH022
ELM306	READ A SCALE TO DETERMINE THE WEIGHT OF AN OBJECT TO THE NEAREST KILOGRAM. M(4)<A>, M(4)<B>.	MTH012
ELM308	READ A SCALE TO DETERMINE THE WEIGHT OF AN OBJECT TO THE NEAREST POUND. M(4)<A>, M(4)<B>.	MTH012,MTH022
ELM310	USE A CELSIUS THERMOMETER TO MEASURE TEMPERATURE. M(4)<A>, M(4)<B>.	MTH009,MTH012
ELM312	USE A FAHRENHEIT THERMOMETER TO MEASURE TEMPERATURE. M(4)<A>, M(4)<B>.	MTH009,MTH012

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM314	RECOGNIZE THE TERMS CUP, PINT, QUART, LITER, AND GALLON AS UNITS OF LIQUID MEASURE. M(4)<A>, M(4)<B>.	MTH009,MTH012 MTH022
ELM316	IDENTIFY AND WRITE ROMAN NUMERALS TO TWELVE. M(1)<G>.	MTH009

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM374	TELL TIME TO THE NEAREST MINUTE. M(4)<A>, M(4)<B>.	MTH024,MTH025
ELM376	RECOGNIZE DIFFERENT EXPRESSIONS FOR THE SAME TIME OF DAY. M(4)<A>, M(4)<B>.	MTH024,MTH025
ELM378	COUNT CHANGE IN BILLS AND COINS UP TO TEN DOLLARS. M(4)<A>, M(4)<B>.	MTH016,MTH017
ELM380	SOLVE ADDITION AND SUBTRACTION PROBLEMS INVOLVING MONEY VALUES UP TO TEN DOLLARS. M(4)<A>, M(4)<B>.	MTH016,MTH017 MTH019
ELM382	MEASURE TO THE NEAREST CENTIMETER. M(4)<A>, M(4)<B>, M(4)<C>.	MTH023
ELM384	MEASURE A GIVEN LINE SEGMENT TO THE NEAREST 1/2 INCH OR 1/4 INCH WITH A 1/8 INCH RULER. M(4)<A>, M(4)<B>, M(4)<C>.	MTH022
ELM386	IDENTIFY EQUIVALENT UNITS OF LENGTH (INCH/FOOT/YARD). M(4)<C>.	MTH022
ELM388	IDENTIFY EQUIVALENT UNITS OF METRIC LENGTH (CENTIMETER/METER). M(4)<C>.	MTH022
ELM390	IDENTIFY EQUIVALENT UNITS OF LIQUID MEASURE (PINT/QUART/GALLON). M(4)<A>, M(4)<B>, M(4)<C>.	MTH022
ELM392	IDENTIFY AND WRITE THE ROMAN NUMERALS UP TO 100. M(4)<A>, M(4)<B>, M(4)<C>.	MTH010

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM458	INDICATE THE NUMBER OF WEEKS IN A YEAR. M(4)<A>.	MTH024
ELM460	COUNT CHANGE IN BILLS AND COINS UP TO $50.00. M(2)<A>, M(2)<E>, M(1)<D>.	MTH015,MTH017
ELM462	ADD AND SUBTRACT WORD PROBLEMS INVOLVING MONEY VALUES UP TO $50.00. M(3)<B>, M(2)<B>.	MTH015,MTH017 MTH019
ELM464	MEASURE TO THE NEAREST 1/8 INCH. M(4)<A>, M(4)<B>.	MTH014,MTH022
ELM466	INDICATE AREA BY COUNTING BLOCKS IN AN ARRANGEMENT. M(4)<E>, M(5)<C>.	MTH014,MTH022
ELM468	IDENTIFY EQUIVALENT UNITS OF LENGTH (FEET/MILE). M(4)<A>, M(4)<B>.	MTH014,MTH022
ELM470	IDENTIFY EQUIVALENT UNITS OF WEIGHT (OUNCES/POUND). M(4)<A>, M(4)<B>.	MTH014,MTH022
ELM472	IDENTIFY EQUIVALENT UNITS OF LIQUID MEASURE (CUP/PINT/QUART/GALLON). M(4)<A>, M(4)<B>.	MTH014,MTH022
ELM474	IDENTIFY AND WRITE ROMAN NUMERALS THROUGH 1000. M(1)<A>.	MTH014

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
ELM524	IDENTIFY EQUIVALENT UNITS OF WEIGHT (POUND/TON). M(4)<A>, M(4)<B>.	MTH011,MTH012
ELM526	SOLVE WORD PROBLEMS INVOLVING MULTIPLICATION AND DIVISION OF MONEY VALUES UP TO $50.00. M(2)<B>, M(3)<B>.	MTH018,MTH021
ELM528	RECOGNIZE FREEZING AND BOILING POINTS IN DEGREES CELSIUS. M(4)<A>, M(4)<B>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRY	
ELM070	GIVEN A SQUARE, RECOGNIZE IT AS A SQUARE. M<A>(5)(A); <A>(5)(B).	MTH002,MTH029
ELM072	GIVEN A TRIANGLE, RECOGNIZE IT AS A TRIANGLE. M<A>(5)(A);<A>(5)(B).	MTH002
ELM074	GIVEN A CIRCLE, RECOGNIZE IT AS A CIRCLE. M<A>(5)(A); <A>(5)(B).	MTH002
ELM076	GIVEN A RECTANGLE SHAPE, RECOGNIZE AND IDENTIFY THE SHAPE AS A RECTANGLE. M<A>(5)(A); <A>(5)(B).	
ELM078	GIVEN AN OVAL SHAPE, RECOGNIZE AND IDENTIFY THE SHAPE AS AN OVAL. M<A>(5)(A); <A>(5)(B).	
ELM080	GIVEN AN OBJECT AND A SET OF BOUNDARIES, DETERMINE IF THE OBJECT IS INSIDE OR OUTSIDE THE BOUNDARIES. M<A>(5)(A).	MTH001,MTH002
ELM082	WHEN GIVEN A LINE, ORDER POINTS ON THE LINE BY NUMBER FROM 0-10. M<A>(6).	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRY	
ELM138	COPY A TRIANGLE. M<B>(5).	MTH007
ELM140	COPY A RECTANGLE. M<B>(5).	MTH007
ELM142	COPY A SQUARE. M<B>5.	MTH007
ELM144	COPY A CIRCLE. M<B>(5).	MTH007

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRY	
ELM216	DRAW A TRIANGLE FROM MEMORY. M(C)<V>.	
ELM218	DRAW A RECTANGLE FROM MEMORY. M(C)<V>.	
ELM220	DRAW A SQUARE FROM MEMORY. M(C)<V>.	
ELM222	DRAW A CIRCLE FROM MEMORY. M(C)<V>.	
ELM224	IDENTIFY AND COUNT THE SIDES AND CORNERS OF A FIGURE. M(C)<V>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRY	
ELM318	RECOGNIZE ANY FOUR-SIDED FIGURE AS A QUADRILATERAL. M(3)(C)(4)(C)<5>.	MTH009

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRY	
ELM394	FIGURE THE PERIMETER OF A SQUARE AND A RECTANGLE. M(4)<D>.	MTH010,MTH014
ELM396	INTERPRET PICTOGRAPHS AND BAR GRAPHS. M(7)<A>, M(7)<B>.	MTH010,MTH014
ELM398	INTERPRET LINE GRAPHS, TABLES AND CHARTS. M(7)<A>, M(7)<D>.	MTH010,MTH014
ELM400	INTERPRET LINE GRAPHS, CIRCLE GRAPHS, TABLES, AND CHARTS. M(7)<A>, M(7)<D>.	MTH010,MTH014

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRY	
ELM530	FIND THE AREA OF A RECTANGLE. M(5)<C>.	MTH014

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FRACTIONS	
ELM186	GIVEN A WHOLE OBJECT, RECOGNIZE IT CAN BE DIVIDED INTO THREE EQUAL PARTS CALLED THIRDS. M(C)(1)<C>.	MTH007,MTH028
ELM188	RECOGNIZE THE FRACTIONAL SYMBOL 1/3. M(C)(1)<C>.	MTH007
ELM190	COUNT AND WRITE TO 199. M(C)(1)(A)<III>.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FRACTIONS	
ELM114	GIVEN A WHOLE OBJECT, RECOGNIZE IT CAN BE DIVIDED INTO TWO EQUAL PARTS CALLED HALVES. M<B>(1)(C).	MTH006
ELM116	GIVEN A WHOLE OBJECT, RECOGNIZE IT CAN BE DIVIDED INTO FOUR EQUAL PARTS CALLED FOURTHS. M <B>(1)(C).	MTH005,MTH006
ELM118	RECOGNIZE THE FRACTIONAL SYMBOLS 1/2 AND 1/4. M<B>(1)(C).	MTH005,MTH006

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FRACTIONS	
ELM284	IDENTIFY THE FRACTION SYMBOLS 1/4, 3/4, AND 2/3. M(D)(1)<E>.	MTH028

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FRACTIONS	
ELM366	IDENTIFY THE NUMERATOR AND THE DENOMINATOR OF A FRACTION. M(1)<A>, M(2)<E>.	MTH002,MTH012
ELM368	RECOGNIZE THE FRACTION IN WORD FORM, 1/2, 1/4, 3/4, 1/3, 2/3. M(1)<E>, M(1)<F>, M(2)<F>.	MTH002,MTH012
ELM370	ADD FRACTIONS WITH LIKE DENOMINATORS WITHOUT SIMPLIFICATION. M(2)(E)<6>.	MTH002,MTH012
ELM372	SUBTRACT FRACTIONS WITH LIKE DENOMINATORS WITHOUT SIMPLICATION. M(2)(E)<6>.	MTH002,MTH012

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FRACTIONS	
ELM438	GIVEN MIXED NUMERALS WITH COMMON DENOMINATORS, ADD AND SUBTRACT. M(3)<B>.	MTH002,MTH028
ELM440	GIVEN TWO FRACTIONS, IDENTIFY THE RELATIONSHIP BETWEEN THEM; GREATER THAN, LESS THAN, OR EQUAL TO. M(1)<G>, M(1)<A>.	MTH002,MTH028
ELM442	GIVEN A FRACTION, WRITE AN EQUIVALENT FRACTION. M(2)<B>.	MTH002,MTH028
ELM444	GIVEN TWO FRACTIONS WITH UNLIKE DENOMINATORS WHERE THE LEAST COMMON DENOMINATOR DID NOT EXCEED TWELVE, ADD. M(2)<B>.	MTH002,MTH028
ELM446	GIVEN TWO FRACTIONS WITH UNLIKE DENOMINATORS WHERE THE LEAST COMMON DENOMINATOR DID NOT EXCEED TWELVE, SUBTRACT. M(2)<B>.	MTH014
ELM448	CHANGE A FRACTION WITH TERMS DIVISIBLE BY TWO, THREE, OR FOUR, TO IT'S SIMPLEST FORM. M(2)<B>.	MTH014
ELM450	ADD DECIMAL FRACTIONS THROUGH THE HUNDREDTHS. M(2)<B>.	MTH014
ELM452	SUBTRACT DECIMAL FRACTIONS THROUGH THE HUNDREDTHS. M(2)<B>.	MTH014
ELM454	MULTIPLY DECIMAL FRACTIONS THROUGH THE HUNDREDTHS BY A ONE-DIGIT NUMERAL. M(2)<B>.	MTH014
ELM456	DIVIDE DECIMAL FRACTIONS THROUGH HUNDREDTHS BY A ONE-DIGIT NUMERAL. M(2)<B>.	MTH014

FRACTIONS

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
ELM498	CHANGE FROM A MIXED NUMERAL TO AN IMPROPER FRACTION AND VICE VERSA. M(3)<B>.	MTH002,MTH014
ELM500	IDENTIFY THE RELATIONSHIP BETWEEN TWO FRACTIONS. M(1)<A>, M(1)<F>.	MTH002,MTH014
ELM502	REDUCE FRACTIONS AND MIXED NUMERALS TO THEIR SIMPLEST FORM. M(3)<B>.	MTH002,MTH014
ELM504	ADD AND SUBTRACT FRACTIONS AND MIXED NUMERALS WITHOUT BORROWING. M(3) B.	MTH002,MTH014
ELM506	MULTIPLY FRACTIONS AND MIXED NUMERALS BY FRACTIONS, WHOLE NUMBERS, AND MIXED NUMERALS. M(3)<B>.	MTH002,MTH014
ELM508	READ AND WRITE PLACE VALUE FOR DECIMAL FRACTIONS THROUGH THOUSANDTHS. M(1)<D>, M(1)<E>, M(2)<B>.	MTH002,MTH014
ELM510	IDENTIFY RELATIONSHIP BETWEEN TWO DECIMALS AS GREATER THAN, LESS THAN, OR EQUAL TO THROUGH THE THOUSANDTHS. M(1)<A>, M(1)<E>, M(1)<D>.	MTH002,MTH014
ELM512	ADD DECIMAL FRACTIONS THROUGH THOUSANDTHS. M(2)<B>.	MTH002,MTH016
ELM514	SUBTRACT DECIMAL FRACTIONS THROUGH THE THOUSANDTHS. M(2)<B>.	
ELM516	MULTIPLY DECIMAL FRACTIONS THROUGH THOUSANDTHS BY ONE-DIGIT NUMERALS. M(2)<B>.	MTH011,MTH012
ELM518	MULTIPLY DECIMAL FRACTIONS BY WHOLE NUMBERS TO THREE-DIGITS. M(2)<B>.	MTH011,MTH012
ELM520	MULTIPLY TWO DECIMALS THROUGH THE THOUSANDTHS. M(2)<B>.	MTH011,MTH012
ELM522	DIVIDE DECIMAL FRACTIONS THROUGH THOUSANDTHS BY ONE-DIGIT NUMERALS. M(1)<E>, M(3)<B>.	MTH011,MTH012

SECONDARY

- Secondary
- VAC
- Maintenance

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LISTENING	
06E005	EMPLOY ACTIVE LISTENING IN A VARIETY OF SITUATIONS. 1A.	
06E010	LISTEN TO APPRECIATE SOUND DEVICES OF RHYTHM, RHYME, ALLITERATION, AND ONOMATOPOEIA. 1B.	
06E015	FOLLOW THE LOGICAL ORGANIZATION OF AN ORAL PRESENTATION. 1C.	
06E020	SELECT FROM AN ORAL PRESENTATION THE INFORMATION NEEDED. 1D.	
06E025	DETERMINE A SPEAKER'S MOTIVE, BIAS, AND POINT OF VIEW. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPEAKING	
06E030	ENGAGE IN CREATIVE DRAMATIC ACTIVITIES AND NONVERBAL COMMUNICATION. 2A.	
06E035	USE A VARIETY OF WORDS TO EXPRESS FEELINGS AND IDEAS. 2A.	
06E040	MANIPULATE ARTICULATION, RATE, VOLUME, AND PHYSICAL MOVEMENT IN ORAL PRESENTATIONS. 2A.	
06E045	RESPOND TO THOUGHTS EXPRESSED BY OTHERS THROUGH CLARIFYING, QUALIFYING, AND EXTENDING IDEAS. 2A.	
06E050	ADAPT CONTENT AND FORMALITY OF ORAL LANGUAGE TO FIT PURPOSE AND AUDIENCE. 2B.	
06E055	USE A SET OF REASONS TO PERSUADE A GROUP. 2B.	
06E060	EXPLAIN PROCESSES. 2B.	
06E065	RELATE STORIES, PUNS, RIDDLES, ANECDOTES, AND PLAYS FOR ENTERTAINMENT. 2B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WRITING	
06E070	GENERATE MATERIAL FOR WRITING INDEPENDENTLY AND IN A VARIETY OF WAYS. 4A.	
06E075	SELECT AND NARROW A TOPIC FOR A SPECIFIC PURPOSE. 4A.	
06E080	VARY WORD CHOICE TO ACCOMMODATE THE PURPOSE AND AUDIENCE. 4B.	
06E085	USE CHRONOLOGICAL AND SPATIAL ORDER AND ORDER OF IMPORTANCE. 4B.	
06E090	PARTICIPATE IN REWRITING CONFERENCES. 4C.	
06E095	SPELL INCREASINGLY COMPLEX WORDS. 4C.	
06E100	APPLY INCREASINGLY COMPLEX CONVENTIONS OF PUNCTUATION AND CAPITALIZATION. 4C.	
06E105	WRITE LEGIBLE CURSIVE LETTERS. 4C.	
06E110	INCLUDE IN PARAGRAPHS A VARIETY OF KINDS OF COMPLETE SENTENCES. 4C.	
06E115	USE CONVENTIONAL FORMATS (LETTERS AND COMMONLY USED FORMS). 4C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
06E120	USE CORRECT AGREEMENT BETWEEN PRONOUNS AND ANTECEDENTS. 5A.	
06E125	USE CORRECT SUBJECT-VERB AGREEMENT WITH PERSONAL PRONOUNS, INDEFINITE PRONOUNS, AND COMPOUND SUBJECTS. 5B.	
06E130	USE MODIFIERS (ADJECTIVES AND ADVERBS) CORRECTLY. 5C.	
06E135	USE ALL OTHER PARTS OF SPEECH CORRECTLY. 5D.	
06E140	PRODUCE, COORDINATE, AND SUBORDINATE SENTENCE ELEMENTS APPROPRIATE TO MEANING. 5E.	
06E145	USE THE FUNDAMENTALS OF GRAMMAR, PUNCTUATION, AND SPELLING. 5F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WRITING	
07E005	USE THE COMPOSING PROCESS TO PLAN AND GENERATE WRITING. 1A.	
07E010	WRITE FOR A VARIETY OF PURPOSES AND AUDIENCES. 1B.	
07E015	SYNTHESIZE INFORMATION FROM SEVERAL SOURCES. 1C.	
07E020	USE DIRECT QUOTATIONS FROM WRITTEN AND ORAL SOURCES. 1D.	
07E025	USE FORMAL AND INFORMAL LANGUAGE APPROPRIATELY. 1E.	
07E030	SUBSTITUTE SPECIFIC WORDS FOR GENERAL WORDS. 1F.	
07E035	OMIT SENTENCE FRAGMENT, RUN-ON SENTENCES, NONAGREEMENT, AND FAULTY TENSE CHANGES. 1G.	
07E040	PROOFREAD FOR PUNCTUATION, CAPITALIZATION, SPELLING, AND SYNTAX. 1H.	
07E045	APPLY COMMON GENERALIZATIONS ABOUT SPELLING. 1I.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
07E050	USE OBJECTS, COMPLEMENTS, PHRASES, AND CLAUSES TO PRODUCE A VARIETY OF SIMPLE, COMPOUND, AND COMPLEX SENTENCES. 2A.	
07E055	USE ALL PARTS OF SPEECH CORRECTLY, INCLUDING NOUNS, PRONOUNS, VERBS, ADJECTIVES, ADVERBS, PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS IN WRITTEN AND ORAL COMMUNICATION. 2B.	
07E060	USE ORAL LANGUAGE EFFECTIVELY FOR A VARIETY OF PURPOSES AND AUDIENCES. 2C.	
07E065	USE THE FUNDAMENTALS OF GRAMMAR, PUNCTUATION, AND SPELLING. 2D.	
07E070	USE CORRECT AGREEMENT BETWEEN SUBJECTS AND VERBS AND BETWEEN PRONOUNS AND ANTECEDENTS. 2E.	
07E075	USE CORRECT SUBJECT-VERB AGREEMENT WITH PERSONAL PRONOUNS, INDEFINITE PRONOUNS, AND COMPOUND SUBJECTS. 2F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LITERATURE	
07E080	FOLLOW PLOT AND CHARACTER DEVELOPMENT IN STORIES. 3A.	
07E085	RECOGNIZE FIGURATIVE LANGUAGE. 3B.	
07E090	RECOGNIZE LITERARY TRADITIONS OF CULTURAL GROUPS. 3C.	
07E095	RECOGNIZE FOLK LITERATURE, LEGENDS, AND MYTHS. 3D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	READING	
07E100	CHOOSE APPROPRIATE MEANING OF MULTIMEANING WORDS. 4A.	
07E105	IDENTIFY AND EVALUATE MAIN IDEA STATEMENTS. 4B.	
07E110	ARRANGE DETAILS IN SEQUENTIAL ORDER. 4C.	
07E115	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 4D.	
07E120	PREDICT PROBABLE FUTURE ACTIONS. 4E.	
07E125	SUMMARIZE AND MAKE GENERALIZATIONS. 4F.	
07E130	DISTINGUISH BETWEEN FACT AND NONFACT. 4G.	
07E135	IDENTIFY THE AUTHOR'S POINT OF VIEW AND PURPOSE. 4H.	
07E140	FOLLOW WRITTEN DIRECTIONS INCLUDING SUBSTEPS. 4I.	
07E145	USE THE CARD CATALOG AND STANDARD LIBRARY REFERENCES. 4J.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPEAKING/LISTENING	
07E150	PARTICIPATE IN GROUP DISCUSSIONS. 5A.	
07E155	PRESENT INFORMATION IN A VARIETY OF ORAL SITUATIONS. 5B.	
07E160	FOLLOW WAYS A SPEAKER SIGNALS IMPORTANT IDEAS AND EXAMPLES. 5C.	
07E165	RESPOND APPROPRIATELY TO A PRESENTER. 5D.	
07E170	TAKE NOTES FROM AN ORAL PRESENTATION. 5E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WRITING	
08E005	USE THE COMPOSING PROCESS TO PLAN AND GENERATE WRITING. 1A.	
08E010	WRITE FOR A VARIETY OF PURPOSES AND AUDIENCES. 1B.	
08E015	DEMONSTRATE CLEAR AND LOGICAL THINKING IN SUPPORT AND DEVELOPMENT OF A CENTRAL IDEA. 1C.	
08E020	EVALUATE THE CONTENT AND ORGANIZATION OF ONE'S OWN WRITING AS WELL AS THAT OF OTHERS. 1D.	
08E025	USE FORMAL AND INFORMAL LANGUAGE APPROPRIATELY. 1E.	
08E030	AVOID CLICHES AND TRITE EXPRESSIONS. 1F.	
08E035	USE PUNCTUATION AND CAPITALIZATION APPROPRIATELY IN WRITING. 1G.	
08E040	OMIT SENTENCE FRAGMENTS, RUN-ON SENTENCES, NONAGREEMENT, AND FAULTY TENSE CHANGES. 1H.	
08E045	EDIT FOR CLARITY OF LANGUAGE, APPROPRIATE WORD CHOICE, AND EFFECTIVE SENTENCES. 1I.	
08E050	APPLY COMMON GENERALIZATIONS ABOUT SPELLING. 1J.	
08E055	USE THE DICTIONARY TO CHECK SPELLING.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
08E060	USE OBJECTS, COMPLEMENTS, PHRASES, AND CLAUSES TO PRODUCE A VARIETY OF SIMPLE, COMPOUND, AND COMPLEX SENTENCES. 2A.	
08E065	USE ALL PARTS OF SPEECH CORRECTLY, INCLUDING NOUNS, PRONOUNS, VERBS, ADJECTIVES, ADVERBS, PREPOSITIONS, CONJUNCTIONS, AND INTERJECTIONS, IN WRITTEN AND ORAL COMMUNICATION. 2B.	
08E070	USE COMMON AFFIXES TO CHANGE WORDS FROM ONE PART OF SPEECH TO ANOTHER. 2C.	
08E075	USE ORAL LANGUAGE EFFECTIVELY FOR A VARIETY OF PURPOSES AND AUDIENCES. 2D.	
08E080	USE THE FUNDAMENTALS OF GRAMMAR, PUNCTUATION, AND SPELLING. 2E.	
08E085	USE CORRECT AGREEMENT BETWEEN SUBJECTS AND VERBS AND BETWEEN PRONOUNS AND ANTECEDENTS. 2F.	
08E090	USE CORRECT SUBJECT-VERB AGREEMENT WITH PERSONAL PRONOUNS, INDEFINITE PRONOUNS, AND COMPOUND SUBJECTS. 2G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LITERATURE	
08E095	FOLLOW PLOT AND CHARACTER DEVELOPMENT IN STORIES. 3A.	
08E100	RECOGNIZE THE WAYS IN WHICH FIGURATIVE LANGUAGE AND SOUND DEVICES CONTRIBUTE TO MEANING. 3B.	
08E110	DESCRIBE PLOT, SETTING, CHARACTER, AND MOOD IN LITERARY SELECTIONS. 3C.	
08E115	RECOGNIZE DIFFERENT TYPES OF LITERATURE: SHORT STORIES, NOVELS, POEMS, AND PLAYS. 3D.	
08E120	RECOGNIZE THE BASIC TYPES AND CHARACTERISTICS OF NONFICTION. 3E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	READING	
08E125	CHOOSE THE APPROPRIATE MEANING OF MULTIMEANING WORDS. 4A.	
08E130	IDENTIFY IMPLIED MAIN IDEAS AND RELATED DETAILS. 4B.	
08E135	DISTINGUISH BETWEEN AND EVALUATE FACT AND NONFACT. 4C.	
08E140	IDENTIFY THE SEQUENTIAL ORDER OF EVENTS. 4D.	
08E145	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 4E.	
08E150	IDENTIFY THE AUTHOR'S POINT OF VIEW AND PURPOSE. 4F.	
08E155	PREDICT PROBABLE FUTURE ACTIONS AND OUTCOMES. 4G.	
08E160	ARRIVE AT A GENERALIZATION FROM A GIVEN SERIES OF DETAILS AND/OR ASSUMPTIONS. 4H.	
08E165	USE PARTS OF A BOOK. 4I.	
08E170	INTERPRET DIAGRAMS, GRAPHS, AND STATISTICAL ILLUSTRATIONS. 4J.	
08E175	USE THE CARD CATALOG AND STANDARD REFERENCES. 4K.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	SPEAKING/LISTENING	
08E180	PARTICIPATE IN GROUP DISCUSSION. 5A.	
08E185	PRESENT INFORMATION IN A VARIETY OF ORAL SITUATIONS. 5B.	
08E190	FOLLOW WAYS A SPEAKER SIGNALS IMPORTANT IDEAS AND EXAMPLES. 5C.	
08E195	RESPOND APPROPRIATELY TO A PRESENTER. 5D.	
08E200	TAKE NOTES FROM AN ORAL PRESENTATION. 5E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WRITING	
09E005	ORGANIZE IDEAS IN WRITING. 1A.	
09E010	RESPOND APPROPRIATELY TO PURPOSE AND AUDIENCE IN A GIVEN WRITING SITUATION. 1B.	
09E015	USE APPROPRIATE PUNCTUATION, CAPITALIZATION, AND SPELLING.	
09E020	EDIT FOR CLARITY OF LANGUAGE, APPROPRIATE WORD CHOICE, AND EFFECTIVE SENTENCES. 1D.	
09E025	COMPLETE COMMONLY USED FORMS. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
09E030	DEMONSTRATE CONTROLLED SENTENCE STRUCTURE AND AVOID FRAGMENTS AND RUN-ONS. 2A.	
09E035	EMPLOY APPROPRIATE FORMS OF STANDARD ENGLISH USAGE. 2B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LITERATURE	
09E040	DEMONSTRATE THE ABILITY TO DISCUSS A VARIETY OF LITERARY SELECTIONS. 3A.	
09E045	RELATE TO LITERATURE BY COMPARING INCIDENTS FROM LITERATURE WITH PERSONAL EXPERIENCE. 3B.	
09E050	USE LITERARY MODELS OF WRITING TO DISCUSS BASIC LANGUAGE PRINCIPLES. 3C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	READING	
09E055	IDENTIFY THE DIRECTLY STATED OR IMPLIED MAIN IDEA. 4A.	
09E060	RECALL SPECIFIC FACTS AND DETAILS. 4B.	
09E065	ARRANGE A LIST OF EVENTS IN SEQUENCE. 4C.	
09E070	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 4D.	
09E075	MAKE INFERENCES AND DRAW LOGICAL CONCLUSIONS. 4E.	
09E080	ARRIVE AT A GENERALIZATION FROM A GIVEN SERIES OF DETAILS OR ASSUMPTIONS. 4F.	
09E085	EVALUATE AND MAKE JUDGMENTS ON THE BASIS OF INFORMATION GIVEN. 4G.	
09E090	DISTINGUISH BETWEEN FACT AND NONFACT, INCLUDING PERSUASIVE DEVICES. 4H.	
09E095	CHOOSE THE APPROPRIATE MEANING OF MULTIMEANING WORDS. 4I.	
09E100	FOLLOW WRITTEN DIRECTIONS INVOLVING SUBORDINATE STEPS. 4J.	
09E105	USE VARIOUS PARTS OF A BOOK AS AIDS IN LOCATING INFORMATION. 4K.	
09E110	USE VARIOUS SOURCES AS AIDS IN LOCATING INFORMATION. 4L.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WRITING	
10E005	USE THE COMPOSING PROCESS TO PLAN AND ORGANIZE IDEAS IN WRITING. 1A.	
10E010	WRITE FOR A VARIETY OF PURPOSES AND AUDIENCES. 1B.	
10E015	USE VARIOUS COMPOSITION MODELS AS AIDS IN DEVELOPING WRITING SKILLS. 1C.	
10E020	USE FORMAL AND INFORMAL LANGUAGE APPROPRIATELY. 1D.	
10E025	EDIT FOR CLARITY OF LANGUAGE APPROPRIATE WORD CHOICE, AND EFFECTIVE SENTENCES. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
10E030	USE AURAL AND VISUAL STIMULI AS SPRINGBOARDS FOR SPEAKING AND WRITING. 2A.	
10E035	CONTROL SENTENCE STRUCTURE AND AVOID FRAGMENTS AND RUN-ONS. 2B.	
10E040	EMPLOY APPROPRIATE FORMS OF STANDARD ENGLISH USAGE. 2C.	
10E045	USE COMMON AFFIXES TO CHANGE WORDS FROM ONE PART OF SPEECH TO ANOTHER. 2D.	
10E050	USE LITERARY MODELS OF WRITING TO DISCUSS SENTENCE BUILDING AND WORD CHOICE. 2E.	

LITERATURE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
10E055	RECOGNIZE THE MAJOR DIFFERENCES AMONG POEMS, SHORT STORIES, AND PLAYS. 3A.	
10E060	DISCUSS FIGURATIVE LANGUAGE. 3B.	
10E065	RECOGNIZE POINT OF VIEW IN A LITERARY SELECTION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	READING	
10E070	IDENTIFY IMPLIED MAIN IDEA. 4A.	
10E075	RECALL SUPPORTING FACTS AND DETAILS. 4B.	
10E080	ARRANGE EVENTS IN SEQUENTIAL ORDER. 4C.	
10E085	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 4D.	
10E090	MAKE INFERENCES AND DRAW CONCLUSIONS. 4E.	
10E095	SUMMARIZE AND MAKE GENERALIZATIONS. 4F.	
10E100	ANALYZE INFORMATION AND FORM JUDGMENTS. 4G.	
10E105	FOLLOW COMPLEX WRITTEN DIRECTIONS. 4H.	
10E110	USE VARIOUS PARTS OF A BOOK AND VARIOUS BOOKS TO LOCATE INFORMATION. 4I.	
10E115	INTERPRET GRAPHS, DIAGRAMS, AND CHARTS. 4J.	
10E120	RECOGNIZE VOCABULARIES ASSOCIATED WITH A VARIETY OF OCCUPATIONS, SPECIAL INTERESTS, AND HOBBIES. 4K.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WRITING	
11E005	USE THE COMPOSING PROCESS TO PLAN AND GENERATE WRITING. 1A.	
11E010	WRITE FOR A VARIETY OF AUDIENCES AND PURPOSES. 1B.	
11E015	USE THE FORMS AND CONVENTIONS OF WRITTEN LANGUAGE APPROPRIATELY. 1C.	
11E020	USE FORMAL AND INFORMAL LANGUAGE APPROPRIATELY. 1D.	
11E025	EDIT FOR CLARITY OF LANGUAGE, APPROPRIATE WORD CHOICE, AND EFFECTIVE SENTENCES. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
11E030	CONTROL SENTENCE STRUCTURE; AVOID FRAGMENTS AND RUN-ONS. 2A.	
11E035	RECOGNIZE THE FORMS OF ALL PARTS OF SPEECH AND THE FUNCTIONS THEY PERFORM IN SENTENCES. 2B.	
11E040	RECOGNIZE THE MEANINGS AND USES OF COLLOQUIALISM, SLANG, IDIOM, AND JARGON. 2C.	
11E045	PRODUCE WELL-FORMED SIMPLE, COMPOUND, AND COMPLEX SENTENCES. 2D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LITERATURE	
11E050	IDENTIFY SOUND DEVICES AND FIGURATIVE LANGUAGE. 3A.	
11E055	RECOGNIZE CULTURAL ATTITUDES AND CUSTOMS IN LITERARY SELECTIONS. 3B.	
11E060	RECOGNIZE THE DEVELOPMENT OF AN OVERALL THEME IN A LITERARY WORK. 3C.	
11E065	USE BASIC LITERARY TERMINOLOGY. 3D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	READING	
11E070	IDENTIFY AND EVALUATE MAIN IDEA STATEMENTS. 4A.	
11E075	NOTE SUPPORTING FACTS AND DETAILS. 4B.	
11E080	ARRANGE EVENTS IN SEQUENTIAL OR SIMULTANEOUS ORDER. 4C.	
11E085	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 4D.	
11E090	ANALYZE A SELECTION, DRAW CONCLUSIONS, AND MAKE GENERALIZATIONS. 4E.	
11E095	FOLLOW COMPLEX WRITTEN DIRECTIONS. 4F.	
11E100	LOCATE INFORMATION USING VARIOUS PARTS OF A BOOK, VARIOUS SOURCES, AND GRAPHIC DATA. 4G.	
11E105	UNDERSTAND TERMS AND ABBREVIATIONS USED IN APPLICATION FORMS AND PAYROLL DEDUCTION STATEMENTS. 4H.	
11E110	UNDERSTAND SPECIALIZED VOCABULARIES. 4I.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WRITING	
12E005	USE THE COMPOSING PROCESS TO PLAN AND GENERATE WRITING. 1A.	
12E010	WRITE FOR A VARIETY OF AUDIENCES AND PURPOSES. 1B.	
12E015	USE THE FORMS AND CONVENTIONS OF WRITTEN LANGUAGE APPROPRIATELY. 1C.	
12E020	USE FORMAL AND INFORMAL LANGUAGE APPROPRIATELY. 1D.	
12E025	EDIT FOR CLARITY OF LANGUAGE, APPROPRIATE WORD CHOICE, AND EFFECTIVE SENTENCES. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LANGUAGE	
12E030	USE ORAL LANGUAGE IN A VARIETY OF SITUATIONS. 2A.	
12E035	EXHIBIT PRECISE WORD CHOICE TO CONVEY MEANING. 2B.	
12E040	RECOGNIZE THE MEANING AND USES OF COLLOQUIALISM, SLANG, IDIOM, AND JARGON. 2C.	
12E045	PRODUCE WELL-FORMED SIMPLE, COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES. 2D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LITERATURE	
12E050	RECOGNIZE AUTHORS AND PERIODS FROM A VARIETY OF WORLD LITERATURE. 3A.	
12E055	RECOGNIZE THE MAJOR TYPES OF FIGURATIVE LANGUAGE AND SOUND DEVICES. 3B.	
12E060	RECOGNIZE CHARACTERISTICS OF VARIOUS LITERARY GENRES. 3C.	
12E065	USE THE LITERARY TERMINOLOGY APPROPRIATELY. 3D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	READING	
12E070	USE KNOWLEDGE OF CONTEXTUAL AND EXPECTANCY CLUES IN WORD RECOGNITION. 4A.	
12E075	USE ADVANCED AND SPECIAL DICTIONARIES IN DETERMINING PRONUNCIATIONS AND MEANINGS. 4B.	
12E080	USE THE COMPOSING PROCESS TO PLAN AND GENERATE WRITING. 1A.	
12E085	IDENTIFY MAIN IDEA AND SUPPORTING DETAILS. 4C.	
12E090	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 4E.	
12E095	EVALUATE AND MAKE JUDGMENTS ON THE BASIS OF INFORMATION GIVEN. 4F.	
12E100	FOLLOW COMPLEX DIRECTIONS INVOLVING SUBORDINATE STEPS. 4G.	
12E105	INTERPRET COMPLEX MAPS, CHARTS, TABLES, AND SCHEDULES. 4H.	
12E110	USE STANDARD REFERENCE MATERIALS SUCH AS ATLAS, ENCYCLOPEDIA, ALMANAC, AND BIBLIOGRAPHY. 4I.	
12E115	USE PARTS OF A BOOK SUCH AS PREFACES, FOOTNOTES, CROSS REFERENCES, APPENDICES. 4J.	
12E120	DISTINGUISH BETWEEN FACT AND NONFACT. 4D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
06R005	USE COMPLEX STRUCTURAL ANALYSIS TO IDENTIFY WORDS WITH TWO OR MORE PREFIXES AND/OR SUFFIXES. 3A.	
06R010	USE CONTEXT CLUES FOR WORD IDENTIFICATION. 3A.	
06R015	USE THE DICTIONARY AS A KEY TO PRONUNCIATION, INCLUDING PHONETIC RESPELLING 3A.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
06R020	RELATE EXPERIENCES WITH APPROPRIATE VOCABULARY IN COMPLETE SENTENCES. 3B.	
06R025	USE CONTEXT TO UNDERSTAND THE MEANING OF WORDS. 3B.	
06R030	IDENTIFY AND DEFINE CONTENT AREA VOCABULARY. 3B.	
06R040	USE THE DICTIONARY TO DETERMINE WORD ORIGINS AND WORD HISTORIES. 3B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
06R045	IDENTIFY AN IMPLIED MAIN IDEA OF A LONGER SELECTION. 3C.	
06R050	RECALL SPECIFIC FACTS AND DETAILS THAT SUPPORT THE MAIN IDEA AND/OR CONCLUSION. 3C.	
06R055	ARRANGE EVENTS IN SEQUENTIAL ORDER, INCLUDING TIME AND DEGREE OF IMPORTANCE. 3C.	
06R060	LIST EXAMPLES OF VARIOUS PERSUASIVE DEVICES. 3C.	
06R065	SUMMARIZE A SELECTION. 3C.	
06R070	IDENTIFY CAUSE AND EFFECT RELATIONSHIPS. 3C.	
06R075	PREDICT PROBABLE FUTURE OUTCOMES OR ACTIONS. 3C.	
06R080	DRAW LOGICAL CONCLUSIONS. 3C.	
06R085	MAKE GENERALIZATIONS. 3C.	
06R090	EVALUATE AND MAKE JUDGMENTS. 3C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PRACTICAL APPLICATION	
06R095	FOLLOW COMPLEX DIRECTIONS. 3D.	
06R100	READ ORALLY FOR AN AUDIENCE. 3D.	
06R105	USE PARTS OF A BOOK, SUCH AS FOOTNOTES AND APPENDICES. 3D.	
06R110	USE PERIODICALS, CARD CATALOGS, AND REFERENCE WORKS TO LOCATE INFORMATION. 3D.	
06R115	COMPARE THE INFORMATION ON CHARTS, GRAPHS, TABLES, AND LISTS. 3D.	
06R120	ADJUST THE METHOD AND RATE OF READING TO THE PURPOSE AND TYPE OF MATERIAL, INCLUDING STUDY-TYPE READING.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	LITERARY APPRECIATION	
06R125	IDENTIFY EXAMPLES OF PERSONIFICIATION AS A LITERARY DEVICE. 3E.	
06R130	LIST CHARACTERISTICS OF VARIOUS FORMS OF LITERATURE. 3E.	
06R135	MAKE A LIST OF AND REVIEW A VARIETY OF SELECTIONS, CHARACTERS, AND THEMES OF OUR LITERARY HERITAGE. 3E.	
06R140	SELECT BOOKS FOR INDIVIDUAL NEEDS AND INTERESTS. 3E.	
06R145	IDENTIFY DIFFERENCES IN FIRST AND THIRD PERSON POINTS OF VIEW. 3E.	
06R150	DESCRIBE THE TIME AND SETTING OF STORY. 3E.	
06R155	EXPLAIN AND RELATE TO THE FEELINGS AND EMOTIONS OF CHARACTERS. 3E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
07R005	APPLY PHONIC ANALYSIS. 1A.	
07R010	USE CONTEXTUAL CLUES. 1B.	
07R015	USE STRUCTURAL ANALYSIS. 1C.	
07R020	USE THE DICTIONARY AS A KEY TO PRONUNCIATION. 1D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
07R025	CHOOSE APPROPRIATE MEANING OF MULTIMEANING WORDS. 2A.	
07R030	EXPAND VOCABULARY IN CONTENT AREAS. 2B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
07R035	SELECT THE DIRECTLY STATED OR IMPLIED MAIN IDEA IN PARAGRAPHS AND IN LONGER SELECTIONS. 3A.	
07R040	RECOGNIZE SPECIFIC FACTS AND DETAILS SUPPORTING THE MAIN IDEA. 3B.	
07R045	ARRANGE EVENTS IN SEQUENTIAL ORDER. 3C.	
07R050	MAKE INFERENCES AND DRAW CONCLUSIONS. 3D.	
07R055	DISTINGUISH BETWEEN FACT AND OPINION. 3E.	
07R060	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 3F.	
07R065	PREDICT PROBABLE FUTURE OUTCOMES OR ACTIONS. 3G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PRACTICAL APPLICATION	
07R070	FOLLOW A SET OF WRITTEN DIRECTIONS. 4A.	
07R075	USE A CARD CATALOG AND STANDARD LIBRARY REFERENCES. 4B.	
07R080	USE PARTS OF A BOOK. 4C.	
07R085	USE GRAPHIC SOURCES: CHARTS, GRAPHS, MAPS, AND DIAGRAMS. 4D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
08R005	DEMONSTRATE BASIC WORD ATTACK SKILLS: PHONIC ANALYSIS, STRUCTURAL ANALYSIS, CONTEXTUAL CLUES. 1A.	
08R010	USE THE DICTIONARY AS A KEY TO PRONUNCIATION: PHONETIC RESPELLING, SYLLABICATION, ACCENTS. 1B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
08R015	SELECT THE APPROPRIATE MEANING OF MULTIMEANING WORDS. 2A.	
08R020	RECOGNIZE VOCABULARIES ASSOCIATED WITH A VARIETY OF CONTENT AREAS. 2B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
08R025	IDENTIFY THE IMPLIED MAIN IDEA. 3A.	
08R030	CHOOSE SUPPORTING FACTS AND DETAILS. 3B.	
08R035	ARRANGE EVENTS IN SEQUENTIAL ORDER. 3C.	
08R040	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 3D.	
08R045	SUMMARIZE AND MAKE GENERALIZATIONS. 3E.	
08R050	ANALYZE INFORMATION AND MAKE JUDGMENTS ON THE BASIS OF INFORMATION GIVEN. 3F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PRACTICAL APPLICATION	
08R055	FOLLOW WRITTEN DIRECTIONS INCLUDING SUBSTEPS. 4A.	
08R060	USE VARIOUS PARTS OF A BOOK: CHAPTER HEADINGS, MARGINAL NOTES, FOOTNOTES, AND APPENDICES. 4B.	
08R065	INTERPRET GRAPHIC MATERIALS: DIAGRAMS, GRAPHS, CHARTS, MAPS, GLOBES, AND SCHEDULES. 4C.	
08R070	USE REFERENCE MATERIALS: DICTIONARIES, ENCYCLOPEDIAS, CATALOGS, ALMANACS, PERIODICALS, AND NEWSPAPERS. 4D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
09R005	USE STRUCTURAL ANALYSIS. 1A.	
09R010	USE CONTEXTUAL CLUES. 1B.	
09R015	USE DICTIONARIES IN DETERMINING WORD PRONUNCIATION. 1C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
09R020	USE ADVANCED DICTIONARIES TO DETERMINE WORD MEANINGS, ORIGINS, AND/OR HISTORIES. 2.	
09R025	USE SPECIALIZED DICTIONARIES TO DETERMINE WORD MEANINGS, ORIGINS, AND/OR HISTORIES. 2.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
09R030	IDENTIFY MAIN IDEA AND SUPPORTING DETAILS. 3A.	
09R035	SEQUENCE EVENTS. 3B.	
09R040	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 3C.	
09R045	EVALUATE AND MAKE CRITICAL ANALYSIS OF INFORMATION GIVEN. 3D.	
09R050	INFER AND DRAW LOGICAL CONCLUSIONS. 3E.	
09R055	MAKE GENERALIZATIONS. 3F.	
09R060	PREDICT FUTURE EVENTS AND OUTCOMES. 3G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PRACTICAL APPLICATION	
09R065	FOLLOW WRITTEN DIRECTIONS INVOLVING SUBORDINATE STEPS. 4A.	
09R070	USE PARTS OF A BOOK. 4B.	
09R075	USE VARIOUS KINDS OF BOOKS AS AIDS SUCH AS CATALOGS, TELEPHONE BOOKS, AND ENCYCLOPEDIAS. 4C.	
09R080	USE GRAPHIC SOURCES SUCH AS TABLES, CHARTS, GRAPHS, MAPS, AND DIAGRAMS. 4D.	
09R085	USE STANDARD REFERENCE BOOKS. 4E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMBERS AND PLACE VALUE SYSTEM	
06M005	STUDY THE HISTORY OF NUMERATION SYSTEMS. 1A.	
06M010	ROUND WHOLE NUMBERS AND DECIMALS. 1B.	
06M015	FACTOR (PRIMES AND COMPOSITES). 1C.	
06M020	USE PLACE VALUE. 1D.	
06M025	FIND RELATIONSHIPS BETWEEN FRACTIONS, DECIMALS, PERCENTS, AND RATIO. 1E.	
06M030	FIND THE LEAST COMMON MULTIPLE. 1F.	
06M035	FIND THE GREATEST COMMON FACTOR. 1G.	
06M040	USE INTEGERS. 1H.	
06M045	USE EXPONENTIAL NOTATION. 1I.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC OPERATIONS	
06M050	ADD, SUBTRACT, MULTIPLY, AND DIVIDE INTEGERS. 2A.	
06M055	USE INVERSE OPERATIONS. 2B.	
06M060	ADD, SUBTRACT, MULTIPLY, AND DIVIDE FRACTIONS AND DECIMALS. 2C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBLEM SOLVING	
06M065	ESTIMATE WITH WHOLE NUMBERS AND DECIMALS. 3A.	
06M070	USE BASIC OPERATIONS WITH WHOLE NUMBERS, FRACTIONS, AND DECIMALS. 3B.	
06M075	SOLVE SIMPLE LINEAR EQUATIONS. 3C.	
06M080	APPLY GEOMETRIC CONCEPTS. 3D.	
06M085	USE CHARTS AND GRAPHS. 3E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
06M090	MEASURE (USING MEASURING INSTRUMENTS). 4A.	
06M095	USE METRIC AND CUSTOMARY UNITS IN APPLICATIONS (NO CONVERSION BETWEEN SYSTEMS OF MEASURE). 4B.	
06M100	FIND PERIMETER AND CIRCUMFERENCE. 4C.	
06M105	FIND AREA, SURFACE AREA, AND VOLUME. 4D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRIC SHAPE	
06M110	USE THE PROPERTIES OF TWO- AND THREE-DIMENSIONAL FIGURES. 5A.	
06M115	APPLY SIMILARITY, CONGRUENCE, AND SYMMETRY IN PROBLEMS SITUATIONS. 5B.	
06M120	STUDY TRANSLATIONS, REFLECTIONS, AND ROTATIONS AND THEIR APPLICATIONS. 5C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMBERS AND PLACE VALUE SYSTEM	
07M005	INVESTIGATE THE HISTORY OF NUMERATION SYSTEMS. 1A.	
07M010	ROUND WHOLE NUMBERS AND DECIMALS. 1B.	
07M015	USE SCIENTIFIC NOTATION 1C.	
07M020	FACTOR (PRIMES AND COMPOSITES). 1D.	
07M025	FIND THE LEAST COMMON MULTIPLE. 1E.	
07M030	FIND THE GREATEST COMMON FACTOR. 1F.	
07M035	USE FRACTIONS, DECIMALS, RATIO, AND PERCENT. 1G.	
07M040	USE INTEGERS. 1H.	
07M045	USE EXPONENTIAL NOTATION 1I.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC OPERATIONS	
07M050	ADD, SUBTRACT, MULTIPLY, AND DIVIDE RATIONAL NUMBERS. 2A.	
07M055	USE EXPONENTS. 2B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBLEM SOLVING	
07M060	ESTIMATE SOLUTIONS. 3A.	
07M065	SOLVE SIMPLE LINEAR EQUATIONS AND INEQUALITIES. 3B.	
07M070	USE BASIC OPERATIONS. 3C.	
07M075	APPLY GEOMETRIC CONCEPTS. 3D.	
07M080	USE DENOMINATE NUMBERS IN PROBLEM SOLVING. 3E.	
07M085	USE PROPORTION AND PERCENT. 3F.	
07M090	PRACTICE SKILLS IN PERSONAL FINANCE. 3G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
07M095	USE METRIC AND CUSTOMARY UNITS. 4A.	
07M100	CONVERT WITHIN THE METRIC SYSTEM. 4B.	
07M105	DETERMINE PERIMETER AND CIRCUMFERENCE. 4C.	
07M110	FIND AREA, SURFACE AREA, AND VOLUME. 4D.	
07M115	APPLY SKILLS. 4E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRIC SHAPE	
07M120	USE POINTS TO DEFINE LINES, RAYS, ANGLES, AND PLANES. 5A.	
07M125	UNDERSTAND PROPERTIES AND DEFINITIONS OF TWO- AND THREE-DIMENSIONAL FIGURES. 5B.	
07M130	USE SIMILARITY, CONGRUENCE, AND SYMMETRY. 5C.	
07M135	CONSTRUCT GEOMETRIC FIGURES. 5D.	
07M140	APPLY SKILLS. 5E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBABILITY AND STATISTICS	
07M145	GRAPH SIMILIAR FIGURES ON A COORDINATE PLANE. 6A.	
07M150	GRAPH REFLECTION IMAGES ON A COORDINATE PLANE. 6A.	
07M155	GRAPH LINEAR EQUATIONS ON A COORDINATE PLANE. 6A.	
07M160	APPLY SKILLS. 6B.	
07M165	USE FREQUENCY DISTRIBUTIONS. 7A.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPUTING DEVICES	
07M190	USE CALCULATORS AND/OR COMPUTERS TO SOLVE MATHEMATICS PROBLEMS. 8A.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
07M170	FIND THE MEAN, MEDIAN, AND MODE. 7B.	
07M175	INTERPRET AND CONSTRUCT CHARTS AND GRAPHS. 7C.	
07M180	USE SIMPLE EVENT PROBABILITY. 7D.	
07M185	APPLY SKILLS. 7E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMBERS AND PLACE VALUE SYSTEM	
08M005	USE EXPONENTIAL NOTATION. 1A.	
08M010	ROUND WHOLE NUMBERS AND DECIMALS. 1B.	
08M015	DETERMINE SIGNIFICANT DIGITS. 1C.	
08M020	USE SCIENTIFIC NOTATION. 1D.	
08M025	FACTOR. 1E.	
08M030	USE RATIO AND PERCENT. 1F.	
08M035	USE INTEGERS. 1G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC OPERATIONS	
08M040	DEMONSTRATE RATIONAL NUMBER PROPERTIES. 2A.	
08M045	ADD, SUBTRACT, MULTIPLY, AND DIVIDE RATIONAL NUMBERS. 2B.	
08M050	FIND THE ABSOLUTE VALUE. 2C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBLEM SOLVING	
08M060	ESTIMATE SOLUTIONS. 3A.	
08M065	WRITE AND SOLVE EQUATIONS. 3B.	
08M070	SOLVE PROBLEMS USING DENOMINATE NUMBERS. 3C.	
08M075	APPLY GEOMETRIC CONCEPTS. 3D.	
08M080	APPLY PROPORTION AND PERCENT. 3E.	
08M085	USE GRAPHS. 3F.	
08M090	USE PROBABILITY AND STATISTICS. 3G.	
08M095	PRACTICE PROBLEM SOLVING SKILLS IN PERSONAL FINANCE. 3H.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
08M100	USE METRIC AND CUSTOMARY UNITS. 4A.	
08M105	CONVERT WITHIN THE METRIC SYSTEM. 4B.	
08M110	RECOGNIZE PRECISION. 4C.	
08M115	FIND AREA, SURFACE AREA, AND VOLUME. 4D.	
08M120	APPLY USE OF MEASUREMENT SKILLS TO EVERYDAY SITUATIONS. 4E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRIC SHAPE	
08M125	USE RIGHT TRIANGLE GEOMETRY WITH PYTHAGOREAN PROPERTY. 5A.	
08M130	USE RIGHT TRIANGLE GEOMETRY WITH SIMILARITY. 5A.	
08M135	USE RIGHT TRIANGLE GEOMETRY WITH INDIRECT MEASUREMENT. 5A.	
08M140	USE RIGHT TRIANGLE GEOMETRY WITH RATIOS. 5A.	
08M150	IDENTIFY VARIOUS GEOMETRIC SHAPES USED IN EVERYDAY ITEMS. 5B.	
08M155	CONSTRUCT GEOMETRIC FIGURES. 5C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBABILITY AND STATISTICS	
08M175	USE COUNTING METHODS AND FACTORIALS. 7A.	
08M180	DRAW VENN DIAGRAMS. 7B.	
08M185	FIND THE PROBABILITY OF SIMPLE AND COMPOUND EVENTS. 7C.	
08M190	USE TABLES AND GRAPHS. 7D.	
08M195	FIND THE MEAN, MEDIAN, AND MODE. 7E.	
08M200	MAKE PREDICTIONS. 7F.	
08M205	IDENTIFY EVERYDAY AND PERSONAL SITUATIONS IN WHICH PROBABILITY AND STATISTICS ARE INVOLVED. 7G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GRAPHING	
08M160	GRAPH TRANSLATIONS AND REFLECTIONS ON A COORDINATE PLANE. 6A.	
08M165	GRAPH TRANSLATIONS AND REFLECTIONS ON LINEAR EQUATIONS. 6A.	
08M170	IDENTIFY USES FOR GRAPHS IN EVERYDAY SITUATIONS, AND DESIGN A GRAPH WHICH ILLUSTRATES A PERSONAL SITUATION. 6B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPUTING DEVICES	
08M210	USE CALCULATORS AND/OR COMPUTERS TO SOLVE MATHEMATICS PROBLEMS. 8A.	
08M215	DETERMINE LIMITATIONS AND STRENGTHS OF VARIOUS COMPUTING DEVICES. 8B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMBERS AND PLACE VALUE SYSTEM	
09M030	USE THE OPERATIONS OF ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION WITH WHOLE NUMBERS AND INTEGERS IN PRACTICAL SITUATIONS. 3A.	
09M035	USE FRACTIONS AND THEIR RELATIVE VALUES. 3B.	
09M040	USE THE OPERATIONS OF ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION WITH FRACTIONS IN PROBLEM SITUATIONS. 3E.	
09M045	COMPARE DECIMAL FRACTIONS. 3D.	
09M050	USE THE OPERATIONS OF ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION WITH DECIMALS IN PROBLEM SITUATIONS. 3E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBLEM SOLVING	
09M080	ESTIMATE SOLUTIONS. 5A.	
09M085	WRITE AND SOLVE EQUATIONS. 5B.	
09M090	MEASURE. 5C.	
09M095	APPLY GEOMETRIC CONCEPTS. 5D.	
09M100	DETERMINE PROPORTION AND PERCENT. 5E.	
09M105	USE GRAPHS. 5F.	
09M110	USE PROBABILITY AND STATISTICS. 5G.	
09M115	WORK WITH PERSONAL FINANCE. 5H.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
09M005	FIND APPROPRIATE UNITS OF MEASURE. 1A.	
09M010	SOLVE PROBLEMS INVOLVING MEASURES. 1B.	
09M015	APPLY RATIO AND PROPORTION. 1C.	
09M020	FIND AND USE PERIMETER, AREA, CIRCUMFERENCE, SURFACE AREA, AND VOLUME. 2A.	
09M025	APPLY GEOMETRIC PROPERTIES. 2B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBABILITY AND STATISTICS	
09M120	USE COUNTING METHODS AND FACTORIALS. 6A.	
09M125	CONSTRUCT CHARTS, GRAPHS, AND FREQUENCY TABLES. 6B.	
09M130	FIND MEASURES OF CENTRAL TENDENCY (MODE, MEDIAN, AND MEAN). 6C.	
09M135	UNDERSTAND SIMPLE AND COMPOUND EVENTS. 6D.	
09M140	MAKE PREDICTIONS. 6E.	
09M145	APPLY SKILLS. 6F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	INCOME COST COMPARISONS, TAXES	
09M055	COMPUTE WAGES. 4A.	
09M060	INTERPRET DEDUCTIONS ON PAYCHECK STUBS. 4B.	
09M065	APPLY PERCENTS. 4C.	
09M070	MAKE BUDGETS. 4D.	
09M075	OPEN AND MAINTAIN CHECKING AND SAVINGS ACCOUNTS. 4E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	INFORMATION GATHERING AND DECISION MAKING	
10M005	INTERPRET CHARTS, TABLES, GRAPHS, AND MAPS. 1A.	
10M010	CONSTRUCT APPROPRIATE GRAPHS FROM CONSUMER OR CAREER-RELATED INFORMATION. 1B.	
10M015	DETERMINE WAGES AND DEDUCTIONS FROM GIVEN INFORMATION. 1C.	
10M020	USE MEAN, MEDIAN, AND MODE. 1D.	
10M025	FIND VALIDITY OF CLAIMS INVOLVING STATISTICAL DATA. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COST COMPARISONS	
10M030	FIND COSTS OF HOUSING (OWNING AND RENTING). 2A.	
10M035	FIND COSTS OF FOOD. 2A.	
10M040	FIND COSTS OF TRANSPORTATION. 2A.	
10M045	FIND COSTS OF CLOTHING. 2A.	
10M050	FIND COSTS OF INSURANCE. 3A.	
10M055	MAKE DECISIONS BY COMPARING DIFFERENT TYPES OF THE COSTS IN HOUSING, FOOD, TRANSPORTATION, CLOTHING, AND INSURANCE. 2B.	
10M060	FIND DISCOUNTS, SALES, REBATES, COUPONS, ETC. 2C.	

PROBABILITIES AND PREDICTIONS

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
10M065	USE THE FUNDAMENTAL COUNTING PRINCIPLE. 3A.	
10M070	USE PERMUTATIONS. 3B.	
10M075	CONSTRUCT TREE DIAGRAMS. 3C.	
10M080	USE SAMPLE SPACES TO DETERMINE PROBABILITIES AND ODDS IN FAVOR OF AN EVENT. 3D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	FINANCING	
10M085	INVESTIGATE THE USE OF CREDIT CARDS AND CHARGE ACCOUNTS. 4A.	
10M090	STUDY OPTIONS OF LOANS FOR THINGS SUCH AS CAR, HOME, ETC. 4B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BANKING AND INVESTING	
10M095	USE BANKING FORMS (DEPOSIT SLIPS, CHECKS, CHECKBOOK RECORDS, AND BANK STATEMENTS). 5A.	
10M100	COMPARE ADVANTAGES AND DISADVANTAGES OF INVESTMENTS. 5B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TAXES	
10M105	INVESTIGATE LOCAL, STATE, AND FEDERAL TAX REQUIREMENTS. 6A.	
10M110	FIND VARIOUS TAXES ON SPECIFIED AMOUNTS. 6B.	
10M115	USE TAX REPORTING FORMS. 6C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BUDGETING	
10M120	USE COSTS AND COST COMPARISONS TO MAKE PLANS FOR MANAGING SPECIFIC AMOUNTS OF MONEY. 7A.	
10M125	DEVELOP A PERSONAL BUDGET. 7B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	NUMBERS AND PLACE VALUE SYSTEM	
11M005	FIND WHOLE NUMBER AND DECIMAL PLACE VALUES. 1A.	
11M010	USE SCIENTIFIC NOTATION. 1B.	
11M015	FIND FACTORS AND MULTIPLES. 1C.	
11M020	UNDERSTAND FRACTION CONCEPTS INVOLVING THE LEAST COMMON MULTIPLE. 1D.	
11M030	UNDERSTAND FRACTION CONCEPTS INVOLVING GREATER COMMON FACTOR. 1D.	
11M035	USE INTEGERS. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC OPERATIONS	
11M040	UNDERSTAND BASIC OPERATIONS WITH AND PROPERTIES OF INTEGERS, DECIMALS, AND FRACTIONS. 2A.	
11M045	USE THE ORDER OF OPERATIONS. 2B.	
11M050	USE EXPONENTS. 2C.	
11M060	FIND SQUARES AND SQUARE ROOTS. 2D.	
11M065	SOLVE SIMPLE EQUATIONS INVOLVING INTEGERS, DECIMALS, AND FRACTIONS. 2E.	
11M070	APPLY SKILLS. 2F.	

PROBLEM SOLVING

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
11M075	EVALUATE VARIABLES AND EXPRESSIONS (FORMULAS). 3A.	
11M080	USE RATIO AND PROPORTION. 3B.	
11M085	FIND PERCENT AND PERCENTAGE. 3C.	
11M090	DETERMINE NEEDS RELATED TO PERSONAL FINANCE. 3D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRIC SHAPE	
11M095	UNDERSTAND THE BASIC ELEMENTS OF GEOMETRY (POINT, LINE, ETC.). 4A.	
11M100	INVESTIGATE GEOMETRIC FIGURES AND THEIR CHARACTERISTICS. 4B.	
11M105	USE METRIC AND CUSTOMARY UNITS. 4C.	
11M110	FIND DISTANCE, PERIMETER, CIRCUMFERENCE, AREA, SURFACE AREA, AND VOLUME. 4D.	
11M115	USE INDIRECT MEASUREMENT WITH SIMILAR TRIANGLES. 4E.	
11M120	INVESTIGATE RIGHT TRIANGLE PROPERTIES. 4F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PROBABILITY AND STATISTICS	
11M125	USE COUNTING PROCEDURES (TREE DIAGRAMS, AND MULTIPLICATION). 5A.	
11M130	FIND THE PROBABILITY OF INDEPENDENT AND DEPENDENT EVENTS. 5B.	
11M135	GATHER AND RECORD DATA. 5C.	
11M140	DETERMINE THE MEAN, MEDIAN, AND MODE. 5D.	
11M145	CONSTRUCT GRAPHS FROM GATHERED DATA. 5E.	
11M150	INTERPRET GRAPHS AND ANALYZE DATA. 5F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GRAPHING	
11M155	GRAPH SOLUTION SETS OF EQUATIONS AND INEQUALITIES ON A LINE. 6A.	
11M160	USE ORDERED PAIRS AND COORDINATE GRAPHING. 6B.	
11M165	SIMPLIFY POLYNOMIALS. 6C.	
11M170	INVESTIGATE LINEAR EQUATIONS AND INEQUALITIES AND THEIR GRAPHS. 6D.	
11M175	APPLY DIRECT AND INVERSE VARIATION. 6E.	
11M180	FIND SLOPE AND INTERCEPTS. 6F.	
11M185	SOLVE SYSTEMS OF EQUATIONS. 6G.	
11M190	APPLY SKILLS. 6H.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MEASUREMENT	
12M005	DEVELOP THE CONCEPT OF MEASUREMENT USING MEASURING INSTRUMENTS (METRIC AND CUSTOMARY). 1A.	
12M010	ESTIMATE MEASURES. 1B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	GEOMETRIC SHAPES	
12M015	RECOGNIZE TWO- AND THREE-DIMENSIONAL FIGURES BY NAME. 2A.	
12M020	DEMONSTRATE AN UNDERSTANDING OF THE PROPERTIES OF PLANE AND SOLID FIGURES. 2B.	
12M025	USE THE PROPERTIES TO SOLVE PROBLEMS. 2C.	
12M030	RECOGNIZE VARIOUS TRIANGLES BY SHAPE AND USE THEIR ASSOCIATED LINE SEGMENTS SUCH AS ALTITUDES. 2D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PARALLELISM AND PERPENDICULARITY	
12M035	RECOGNIZE AND USE PARALLEL AND PERPENDICULAR LINES WITH ASSOCIATED FACTS REGARDING THE ANGLES FORMED. 3A.	
12M040	RECOGNIZE AND USE KEY FACTS (STANDARD THEOREMS) ABOUT COMMON QUADRILATERALS SUCH AS RECTANGLES. 3B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CONGRUENCE AND SIMILARITY	
12M045	DEMONSTRATE AN UNDERSTANDING OF CONGRUENCE AS APPLIED TO LINE SEGMENTS, ANGLES, AND GEOMETRIC FIGURES. 4A.	
12M050	DEMONSTRATE A KNOWLEDGE OF SIMILARITY AND SIMILAR FIGURES. 4B.	
12M055	USE RATIOS AND PROPORTIONS TO SOLVE FOR MISSING PARTS. 4C.	
12M060	APPLY SIMILARITY TO MAPS AND SCALE DRAWINGS. 4D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CONSTRUCTIONS	
12M065	COPY A LINE SEGMENT USING PAPER FOLDING AND COMPASS AND STRAIGHTEDGE. 5A.	
12M070	COPY AN ANGLE USING PAPER FOLDING AND COMPASS AND STRAIGHTEDGE. 5A.	
12M075	BISECT AND ANGLE USING PAPER FOLDING AND COMPASS AND STRAIGHTEDGE. 5A.	
12M080	CONSTRUCT THE PERPENDICULAR TO A LINE FROM A GIVEN POINT OUTSIDE A LINE AND FROM A POINT ON A LINE. 5A.	
12M085	CONSTRUCT A LINE PARALLEL TO A GIVEN LINE. 5A.	
12M090	DIVIDE A GIVEN SEGMENT INTO A SPECIFIED NUMBER OF CONGRUENT SEGMENTS. 5A.	
12M095	USE PAPER FOLDING TO CONSTRUCT REGULAR POLYGONS. 5B.	
12M100	USE COMPASS AND STRAIGHTEDGE TO CONSTRUCT REGULAR POLYGONS. 5B.	
12M105	USE CARTESIAN COORDINATES. 6A.	
12M110	FIND THE MIDPOINT AND THE SLOPE OF A LINE. 6B.	
12M115	FIND THE DISTANCE BETWEEN POINTS. 6C.	
12M120	USE LOCUS TO DESCRIBE GEOMETRIC FIGURES. 6D.	
12M125	TRANSLATE POINTS, LINES, AND GEOMETRIC FIGURES IN THE PLANE. 6E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	AREA AND PERIMETER	
12M130	FIND AREAS AND PERIMETERS OF TRIANGLES, PARALLELOGRAMS, TRAPEZOIDS, AND REGULAR POLYGONS. 7A.	
12M135	DEVELOP THE RESPECTIVE FORMULAS INTUITIVELY OR WITH MODELS. 7B.	
12M140	APPLY THE FORMULAS TO PRACTICAL PROBLEMS INVOLVING LINEAR AND SQUARE UNITS. 7C.	
12M145	FIND THE APPROXIMATE AREAS AND PERIMETERS OF IRREGULARLY SHAPED FIGURES. 7D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	RIGHT TRIANGLE	
12M150	USE THE PYTHAGOREAN THEOREM IN APPLICATIONS TO RIGHT TRIANGLES. 8A.	
12M155	RECOGNIZE AND USE TRIGONOMETRIC RATIOS OF SINE, COSINE, AND TANGENT AS RELATED TO THE RIGHT TRIANGLE. 8B.	
12M160	SOLVE PRACTICAL PROBLEMS INVOLVING THE TRIGONOMETRIC RATIOS. 8C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CIRCLE AND SPHERE	
12M165	RECOGNIZE AND USE CIRCLES AND SPHERES WITH RELATED PARTS SUCH AS RADIUS, DIAMETER, ARC, CHORD, TANGENT, SECANT, AND SECTOR. 9A.	
12M170	COMPUTE CIRCUMFERENCES AND AREAS OF CIRCLES. 9B.	
12M175	SOLVE PRACTICAL PROBLEMS INVOLVING MEASUREMENTS OF CIRCLES AND SPHERES. 9C.	
12M180	COMPUTE THE LATERAL AND SURFACE AREA OF COMMON SOLIDS. 10A.	
12M185	APPLY THE FORMULAS TO PRACTICAL PROBLEMS RELATED TO AREAS. 10B.	
12M190	COMPUTE THE VOLUME OF COMMON SOLIDS. 10C.	
12M195	APPLY THE FORMULAS TO PRACTICAL PROBLEMS RELATED TO CAPACITY AND WEIGHT. 10D.	
12M200	FIND THE SURFACE AREA OR VOLUME OF IRREGULARLY SHAPED FIGURES. 10E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PERSONAL INCOME AND BENEFITS	
22M005	LIST AND DEFINE ASPECTS OF THE FREE ENTERPRISE SYSTEM AND ITS BENEFITS. 1A.	
22M010	DISTINGUISH BETWEEN WAGES AND DEDUCTIONS. 1B.	
22M015	LIST BENEFITS OFFERED BY COMPANIES, UNIONS, AND ORGANIZATIONS. 1C.	
22M020	LIST FACTS CONCERNING SOCIAL SECURITY AND INCOME TAX. 1D.	
22M025	DEFINE THE TERMS STOCKS AND BONDS. 1E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BANKING, SAVING, AND BORROWING	
22M030	LIST FACTS CONCERNING CREDIT FINANCING. 2A.	
22M035	DEFINE FEDERAL RESERVE SYSTEM 2B.	
22M040	LIST LOCAL BANK SERVICES. 2C.	
22M045	DEFINE TRUST FUNDS AND ESTATE PLANNING. 2D.	
22M050	LIST DIFFERENT TYPES OF LOANS (CAR, HOME, PERSONAL). 2E.	
22M055	LIST TYPES OF INSTITUTIONS THAT OFFER LOANS. 2F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PERSONAL EXPENDITURES	
22M060	LIST AND COMPARE FOOD, SHELTER, AND CLOTHING EXPENDITURES. 3A.	
22M065	LIST AND COMPARE TRANSPORTATION EXPENDITURES. 3B.	
22M070	LIST AND COMPARE INSURANCE EXPENDITURES. 3C.	
22M075	LIST AND COMPARE MEDICAL AND DENTAL EXPENSES. 3D.	
22M080	LIST AND COMPARE EDUCATION EXPENDITURES. 3E.	
22M085	LIST AND COMPARE RETIREMENT AND ANNUITIES. 3F.	
22M090	LIST AND COMPARE MISCELLANEOUS EXPENDITURES. 3G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BUDGETING	
22M095	IDENTIFY EXAMPLES OF INFORMED CONSUMER DECISIONS. 4A.	
22M100	IDENTIFY EXAMPLES OF SOUND MONEY MANAGEMENT (SPENDING AND SAVING) 4B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06C005	CONSTRUCT AN ELECTRICAL DEVICE. 1A.	
06C010	USE A MICROSCOPE. 1B.	
06C015	USE ACID-BASE INDICATORS. 1C.	
06C020	PRACTICE SAFETY. 1D.	
06C025	COLLECT AND USE DATA. 2A. 9B.	
06C030	DEFINE THE TERM HYPOTHESIS AND/OR DIFFERENTIATE BETWEEN HYPOTHESIS AND FACT AS THEY RELATE TO SCIENCE. 2A. 8.	
06C035	LIST AND USE BASIC UNITS OF MEASURE. 5.	
06C040	DEFINE ACID AND BASE AND CONDUCT EXPERIMENT TO IDENTIFY EACH. 1C. 3C.	
06C045	NAME THE GAS GIVEN OFF BY GREEN PLANTS AND LIST THE PROCEDURES FOR OXYGEN PRODUCTION IN PLANTS. 2A,C. 4E. 7B. 9A.	
06C050	DEFINE THE TERM PHOTOSYNTHESIS AND/OR LIST THE STEPS INVOLVED IN THE PROCESS. 2A,C. 4E. 7A. 9A.	
06C055	LIST WAYS GREEN PLANTS ARE BENEFICIAL TO MAN AND HIS ENVIRONMENT. 2C. 3A,B. 6A,C. 7A,C. 9A.	
06C060	LIST WAYS THE SUN'S ENERGY IS IMPORTANT FOR THE GROWTH OF ALL LIVING THINGS. 2A,C. 3A,B. 7A.	
06C065	LIST USES AND/OR PARTS OF A MICROSCOPE. 2A.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06C070	IDENTIFY THE PARTS OF A CELL AND DESCRIBE THE FUNCTION OF EACH PART. 2B.	
06C075	LIST CONDITIONS NECESSARY FOR THE GROWTH OF BACTERIA. 2A,C. 6A,C. 7A.	
06C080	LIST BACTERIA HARMFUL AND BACTERIA HELPFUL TO MAN. 2A.	
06C085	LIST TYPES OF BACTERIA. 2A.	
06C090	STATE HOW MOLD REPRODUCES. 2A. 6A,C. 7A.	
06C095	DEFINE THE TERM ENZYME AND/OR STATE THE PURPOSE OF AN ENZYME. 2A.	
06C100	LIST MOLDS WHICH ARE HELPFUL AND MOLDS WHICH ARE HARMFUL TO MAN. 2A. 3A.	
06C105	LIST STRUCTURES AND/OR SUBSTANCES WITH WHICH THE BODY FIGHTS INFECTIONS AND /OR FORMS LINES OF DEFENSE. 2A.	
06C110	DEFINE THE TERMS ANTISEPTICS, ANTIBODIES, AND ANTIBIOTICS AND/OR LIST EXAMPLES OF EACH. 3A.	
06C115	DEFINE THE TERM VIRUS AND/OR LIST ILLNESS(ES) WHICH RESULT FROM VIRUSES. 2A	
06C120	DEFINE THE TERM IMMUNITY. 2A.	
06C125	LIST AND DESCRIBE METHODS FOR PURIFYING WATER. 2A.	
06C130	LIST SOURCES OF WATER CONTAMINATION AND/OR STATE WAYS WATER CONTAMINATION CAN BE PREVENTED. 2A.	
06C135	LIST TRAITS WHICH RESULT FROM EFFECTS OF THE ENVIRONMENT. 2A.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
06C140	DEFINE THE TERMS DOMINANT, RECESSIVE, GENE, AND HEREDITY. 2A.	
06C145	DEFINE THE TERM DNA. 2A.	
06C150	IDENTIFY REASONS HEREDITY IS IMPORTANT AND/OR LIST EXAMPLES OF INHERITED CHARACTERISTICS. 2A.	
06C155	DEFINE THE TERM LIGHT YEAR. 2A. 5.	
06C160	DEFINE THE TERMS WORK, INPUT, AND OUTPUT AND DESCRIBE HOW THEY RELATE. 4A,B,C,E.	
06C165	DEFINE THE TERM ELECTRON AND/OR LIST ITS FUNCTIONS. 2A.	
06C170	DEFINE THE TERM ATOM AND/OR LIST CHARACTERISTICS OF THE ATOM. 2A.	
06C175	DEFINE THE TERM NUCLEAR ENERGY AND/OR IDENTIFY ADVANTAGES AND DISADVANTAGES OF NUCLEAR ENERGY. 2A,C.	
06C180	LIST CHARACTERISTICS OF A BEE SOCIETY. 2A. 3A,B.	
06C185	LIST STEPS INVOLVED IN THE MAKING OF HONEY AND/OR FOOD DISHES WHICH USE HONEY. 2A. 3A,B. 6A,C.	
06C190	COLLECT AND CRITIQUE CONSUMER INFORMATION CONCERNING BEES. 2A. 4F. 9B.	
06C195	LIST OCCUPATIONS ASSOCIATED WITH BEES. 7C.	
06C200	LIST PLANTS WHICH ARE POLLINATED BY INSECTS AND/OR THE STEPS INVOLVED IN POLLINATION. 2A. 6A,C.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
06C205	STATE HOW A BEE STINGS, DESCRIBE GENERAL REACTION TO BEE STINGS, AN/OR LIST TREATMENT FOR BEE STINGS. 2A. 6A,C.	
06C210	LIST CHARACTERISTICS OF AN ANT SOCIETY. 2A.	
06C215	LIST DIFFERENT KINDS OF ANTS, SUCH AS FARMER ANTS, FIRE ANTS, ARMY ANTS, ETC. 2A.	
06C220	LIST CHARACTERISTICS OF A TERMITE SOCIETY. 2A.	
06C225	LIST USEFUL AND DAMAGE-CAUSING EFFECTS OF THE WORK OF TERMITES. 2A. 6A,C.	
06C230	LIST AND/OR IDENTIFY A SPECIFIED NUMBER OF DIFFERENT BIRDS. 2A.	
06C235	LIST NAMES OF EXTINCT AND/OR ENDANGERED BIRDS AND IDENTIFY CHARACTERISTICS OF EACH. 2A.	
06C240	SELECT A BIRD AND LIST PROCEDURES INVOLVED IN ITS REPRODUCTION PROCESS, INCLUDING BREEDING TERRITORY, MATING, NEST BUILDING, EGG LAYING, ETC. 2A. 6A,C.	
06C245	DEFINE THE TERM MIGRATION AS IT RELATES TO BIRDS. 2A.	
06C250	LIST TYPES OF BIRD BILLS AND IDENTIFY HOW EACH IS ADAPTED TO FEEDING HABITS. 2A.	
06C255	LIST FUNCTIONS, STRUCTURES, KINDS OF MOLTING, AND/OR MAINTENANCE OF BIRD FEATHERS. 2A.	
06C260	LIST DIFFERENT ADAPTATIONS OF BIRD FEET AND/OR IDENTIFY THEIR FUNCTIONS. 2A.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
06C265	IDENTIFY KIND OF EYESIGHT NEEDED FOR SEED EATERS, MEAT EATERS, NIGHT-FLYING, AN/OR HIGH-ALTITUDE-FLYING BIRDS. 2A. 8.	
06C270	LIST AND DESCRIBE OCCUPATIONS RELATED TO BIRDS. 7C.	
06C275	LIST AND DESCRIBE SOURCES OF ENERGY AVAILABLE IN THE WORLD. 2C.	
06C280	LIST RESOURCES AVAILABLE IN THE STATE OF TEXAS FOR ENERGY PRODUCTION. 2C.	
06C285	LIST TYPES, USES, FORMATION, AND/OR LOCATION OF COAL IN TEXAS. 2A.	
06C290	LIST TYPES OF ELECTRICAL POWER GENERATION USED IN THE STATE OF TEXAS. 2C.	
06C295	LIST DIFFERENT FORMS OF POLLUTION AND WAYS FOR REDUCING THEM. 2A,C.	
06C300	LIST WAYS IN WHICH ENERGY CONSUMPTION MAY BE REDUCED. 2A,C. 6B. 7B.	
06C305	LIST METHODS OF CONSERVING ENERGY IN THE USE OF ELECTRICAL APPLIANCES. 2C. 6B.	
06C310	LIST TYPES OF HOME CONSTRUCTION AND/OR IDENTIFY THE EFFECTIVENESS OF EACH. 6B. 8.	
06C315	LIST EFFECTS OF INSULATION 2A. 6B.	
06C320	LIST ENERGY-SAVING TIPS FOR AUTOMOBILES IN DRIVING AND MAINTENANCE. 2C. 6B.	
06C325	LIST TYPES OF SOLAR-ENERGY COLLECTORS AND/OR IDENTIFY PRINCIPLES OF OPERATION OF EACH 2A,C. 6B. 7B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06C330	LIST AND DISCUSS METHODS FOR HEATING A HOME DURING ENERGY EMERGENCIES. 2C. 6B. 7B.	
06C340	LIST AND DESCRIBE OCCUPATIONS RELATED TO ENERGY. 7C.	
06C345	STATE SIGNIFICANT POINTS MADE BY ADVERTISERS OF VARIOUS ENERGY PRODUCTS. 2A. 4F. 9B.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
07C005	USE A MICROSCOPE, OTHER BIOLOGICAL EQUIPMENT, AND CHEMICALS SAFELY. 1A.	
07C010	PREPARE WET AND DRY MOUNT SLIDES. 1B.	
07C015	COLLECT DATA AND PLOT THE INFORMATION GATHERED ON A GRAPH. 5A,B. 6A,B.	
07C020	LIST AND DESCRIBE PLANTS OF VARIOUS SIZES. 2. 5A.	
07C025	NAME PARTS OF A PLANT AND/OR STATE FUNCTION OF EACH. 2.	
07C030	LIST ELEMENTS WHICH PLANTS OBTAIN FROM THE SOIL AND/OR IDENTIFY HOW EACH ELEMENT BENEFITS THE PLANT.	
07C035	IDENTIFY HOW PLANTS USE WATER.	
07C040	DEFINE THE TERM DECIDOUS AND LIST EXAMPLES OF DECIDUOUS PLANTS. 2. 8.	
07C045	LIST EFFECTS OF DIFFERENT SEASONS ON VARIOUS PLANTS BY IDENTIFYING CHANGES WHICH OCCUR IN THE PLANTS. 2. 7A,B. 9.	
07C050	LIST USES OF VARIOUS PLANTS AND STATE EXAMPLES OF PLANTS UTILIZED FOR EACH PURPOSE. 10A.	
07C055	COMPARE THE LENGTH OF LIFE OF VARIOUS PLANTS. 5A.	
07C060	SUPPLY NAMES OF PLANTS WHICH THRIVE UNDER DIFFERENT ENVIRONMENTAL CONDITIONS. 7A,B.	
07C065	IDENTIFY METHODS IN WHICH SEEDS ARE SCATTERED AND DESCRIBE THE RESULTS. 7A,B. 9.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
07C070	LIST THE STEPS INVOLVED IN THE PLANT REPRODUCTION PROCESS. 8.	
07C075	DEFINE THE TERM PHOTOSYNTHESIS AND/OR LIST THE STEPS INVOLVED IN THE PHOTOSYNTHESIS PROCESS. 8.	
07C080	LIST EXAMPLES OF THE EFFECTS OF COMPETITION BETWEEN PLANTS FOR SURVIVAL. 2. 2A,B. 9.	
07C085	CLASSIFY LIVING THINGS BY USE OF A BIOLOGICAL KEY. 3.	
07C090	LIST THE GROUPS OF ANIMALS AND STATE EXAMPLES OF EACH. 3.	
07C095	DEFINE THE TERM VARIABLE AND IDENTIFY VARIABLES IN THE LIVES OF PLANTS AND ANIMALS. 9.	
07C100	LIST REASONS THAT ANIMALS NEED AIR, WATER, AND FOOD TO SURVIVE. 7A,B.	
07C105	LIST FOODS ANIMALS EAT AND/OR IDENTIFY EXAMPLES OF FOODS PREFERRED BY DIFFERENT ANIMALS. 2. 7A,B.	
07C110	IDENTIFY THE ENVIRONMENT PREFERRED BY DIFFERENT ANIMALS. 7A,B.	
07C115	IDENTIFY VARIOUS METHODS USED BY ANIMALS TO OBTAIN THEIR FOOD AND ASSOCIATE IDENTIFIED METHODS WITH PROPER ANIMALS. 7A,B.	
07C120	STATE THAT THE ANIMALS REPRODUCE OFFSPRINGS WHICH RESEMBLE THEIR PARENTS AND LIST EXAMPLES TO SUPPORT THE STATEMENT. 2.	
07C125	LIST EXAMPLES OF WAYS THAT ANIMALS COMPETE FOR FOOD. 2. 4B. 7A,B.	
07C130	CLASSIFY ANIMALS ACCORDING TO SIMILARITIES IN STRUCTURE AND FUNCTION. 3.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
07C135	LIST EXAMPLES OF ANIMALS ADJUSTING TO A CHANGING ENVIRONMENT. 4B. 7A,B.	
07C140	DESCRIBE THE REPRODUCTION PROCESS IN ANIMALS.	
07C145	LIST EXAMPLES OF THE ECONOMIC IMPORTANCE OF SELECTED ANIMALS. 10A.	
07C150	LIST EXAMPLES TO SUPPORT THE STATEMENT THAT THE SUN IS A SOURCE OF ENERGY.	
07C155	DEFINE THE TERM CHLOROPHYLL AND LIST ITS FUNCTION. 8.	
07C160	DISTINGUISH LIVING FROM NON-LIVING THINGS.	
07C165	DEFINE THE TERM ELEMENT AND LIST ELEMENTS FOUND IN BOTH LIVING AND NON-LIVING THINGS. 4B.	
07C170	NAME AND DESCRIBE THE PARTS OF A CELL. 4A.	
07C175	IDENTIFY THE FUNCTIONS OF A CELL. 4A.	
07C180	DISTINGUISH BETWEEN PLANT AND ANIMAL CELLS. 4A.	
07C185	DEFINE THE TERMS PRODUCER, CONSUMER, AND DECOMPOSER AS THEY RELATE TO SCIENCE AND IDENTIFY EXAMPLES OF EACH. 4B. 8. 10A.	
07C190	DEFINE THE TERMS HERBIVORE, CARNIVORE, AND OMNIVORE AND IDENTIFY EXAMPLES OF EACH. 4B. 8.	
07C195	DEFINE THE TERMS FOOD CHAIN AND FOOD WEB AND LIST THE SIGNIFICANCE OF EACH.	
07C200	DEFINE MATERIAL CYCLE AND SUPPLY EXAMPLES OF HOW THE LIVING WORLD DEPENDS UPON THE MATERIAL CYCLES. 4B. 7A,B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
07C205	IDENTIFY CAREERS ASSOCIATED WITH PLANTS AND ANIMALS. 10B.	
07C210	DEFINE THE TERM SUCCESSION AS IT APPLIES TO SCIENCE AND IDENTIFY AN EXAMPLE(S). 4B. 8.	
07C215	DEFINE TERM OBSOLETE AS IT APPLIES TO SCIENCE AND IDENTIFY AN EXAMPLE(S). 4B. 8.	
07C220	DEFINE THE TERM CLIMAX COMMUNITY AS IT RELATES TO SCIENCE. 4B.	
07C225	DEFINE THE TERM EXOTIC AS IT RELATES TO SCIENCE. 8.	
07C230	LIST EXAMPLES OF MAN-MADE SUBSTANCE POLLUTANTS, HOW THEY ALTER NATURAL CYLCES AND SYSTEMS, AND WAYS TO COMBAT THEIR DAMAGING EFFECTS. 4B.	
07C235	STATE LAWS RELATED TO THE PRODUCTION, DISTRIBUTION, AND USE OF ILLEGAL DRUGS. 11C.F.	
07C240	LIST AND DISTINGUISH BETWEEN RESPONSIBLE AND IRRESPONSIBLE CHOICES THAT AFFECT PERSONAL HEALTH. 11C.	
07C245	LIST ALTERNATE COURSES OF ACTION WHEN PRESSURED CONCERNING USE OF ALCOHOL, TOBACCO, MARIJUANA, AND OTHER DRUGS. 11A.	
07C250	IDENTIFY THE EFFECTS OF ALCOHOL, TOBACCO, MARIJUANA, AND OTHER DRUGS ON PERSONAL HEALTH AND SAFETY. 11B.	
07C255	IDENTIFY THE PRINCIPLES OF RESCUE, TRANSFER, AND AID TO PERSONS CHOKING OR NOT BREATHING. 11D.	
07C260	LIST CAUSES, SYMPTOMS, PREVENTION, AND TREATMENT OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES, INCLUDING SEXUALLY TRANSMITTED DISEASES.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
08C005	USE EARTH SCIENCE EQUIPMENT AND CHEMICALS SAFELY. 1A,C. 9B.	
08C010	COLLECT AND IDENTIFY EARTH MATERIALS. 1B.	
08C015	DEFINE THE VARIOUS AREAS OF EARTH SCIENCE AND LIST REASONS FOR STUDYING EACH. 10.	
08C020	DEFINE AND STATE THE DIFFERENCE BETWEEN THE TERMS HYPOTHESIS AND SCIENTIFIC THEORY. 8.	
08C025	LIST CHARACTERISTICS OF THE VARIOUS LAYERS OF THE EARTH.	
08C030	CONSTRUCT A GEOLOGICAL TIME LINE OF THE ERAS OF THE EARTH. 3. 5B. 7A.	
08C035	LOCATE THE NORTH STAR AND BIG AND LITTLE DIPPERS.	
08C040	NAME OUR GALAXY AND LOCATE THE EARTH'S POSITION.	
08C045	IDENTIFY AND STATE THE FUNCTIONS OF VARIOUS ASTRONOMICAL INSTRUMENTS. 1C.	
08C050	IDENTIFY THE LIFE STAGES OF A STAR.	
08C055	DEFINE AND DESCRIBE SUN SPOTS AND SOLAR FLARES. 8.	
08C060	LIST GALILEO'S CONTRIBUTIONS TO ASTRONOMY.	
08C065	DIFFERENTIATE BETWEEN ASTEROIDS, COMETS, AND METEORS.	
08C070	SUPPLY EVIDENCE THAT SEASONS RELATE TO THE EARTH'S ROTATION. 8.	
08C075	DEFINE THE TERM ATOM. 8.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
08C080	NAME, DESCRIBE, AND STATE USES FOR VARIOUS METALS. 2A.	
08C085	DIFFERENTIATE BETWEEN A ROCK AND A MINERAL. 2A.	
08C090	STATE HOW SEDIMENTARY, IGNEOUS, AND METAMORPHIC ROCKS ARE FORMED. 4B. 8.	
08C095	IDENTIFY MAJOR PHYSICAL FEATURES OF THE EARTH ON A GLOBE MAP. 2B.	
08C100	DRAW A TOPOGRAPHIC MAP DESIGNATING ELEVATION. 4C. 5A,B.	
08C105	LIST CHARACTERISTICS OF SEA LIFE. 4B.	
08C110	DESCRIBE HOW THE ATMOSPHERE IS HEATED. 8.	
08C115	IDENTIFY THE CAUSES OF INCREASED OR DECREASED ATMOSPHERIC HUMIDITY. 4B. 7C. 8.	
08C120	PREDICT WEATHER CONDITIONS BY USING CLOUD TYPES. 4B. 7C.	
08C125	READ A WEATHER MAP. 2B.	
08C130	DEFINE THE TERM WEATHERING. 8.	
08C135	LIST CONDITIONS WHICH RESULT IN WEATHERING. 4B. 8.	
08C140	DEFINE THE TERM FOSSIL. 8.	
08C145	NAME AND DESCRIBE VARIOUS FOSSILS. 2A. 4B.	
08C150	STATE THE DIFFERENCE BETWEEN RENEWABLE AND NON-RENEWABLE RESOURCES. 4A. 4B. 8.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
08C155	DEFINE THE TERM FOSSIL FUELS. 8.	
08C160	CLASSIFY OBJECTS OR EVENTS ACCORDING TO SIMILARITIES AND DIFFERENCES. 3.	
08C165	DESIGN AND CONDUCT AN INVESTIGATION FOR PREDICTING THE OUTCOME OF AN EARTH SCIENCE ACTIVITY. 2A. 3. 6A,B. 8. 9A,B.	
08C170	COMPARE VARIOUS LAYERS OF STRATA ON A SCALE DRAWING 7B. 8.	
08C175	IDENTIFY HUMAN ACTIVITIES WHICH AFFECT THE NATURAL ENVIRONMENT. 7D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09C005	DEFINE THE TERM PHYSICAL SCIENCE. 8.	
09C010	IDENTIFY AND USE SCIENTIFIC METHODS FOR DEVELOPING AND TESTING SCIENTIFIC KNOWLEDGE. 1.	
09C015	DEFINE THE TERMS THEORY AND LAW AND STATE HOW THE TWO APPLY TO SCIENCE. 8.	
09C020	IDENTIFY AND USE DEVICES FOR MEASURING LENGTH, VOLUME, MASS, AND TEMPERATURE. 5A.	
09C025	DEFINE THE TERMS FORCE AND RESISTANCE AND STATE HOW EACH RELATES TO WORK. 4B.	
09C030	LIST AND COMPARE SIMPLE MACHINES AND STATE THE WORK PERFORMED BY EACH. 4B. 7C. 8.	
09C035	DEFINE THE TERMS WEIGHT AND MASS AND DIFFERENTIATE WITH EXAMPLES. 4B.	
09C040	DEFINE THE TERM GRAVITY AND IDENTIFY GRAVITY IN ACTION. 4B.	
09C045	DEFINE THE TERMS ACCELERATION AND DECELERATION AND STATE EXAMPLES OF EACH. 4B.	
09C050	LIST AND DESCRIBE CONTRIBUTIONS WHICH NEWTON MADE TO SCIENCE. 4B.	
09C055	DEFINE THE TERMS CHEMICAL AND PHYSICAL CHARACTERISTICS AND IDENTIFY EXAMPLES OF EACH. 2A.	
09C060	IDENTIFY THE PERIODIC TABLE OF ELEMENTS AND STATE ITS PURPOSE 8.	
09C065	LIST VARIOUS CHEMICAL ELEMENTS AND/OR IDENTIFY PROPERTIES OF EACH. 2A. 7B.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
09C070	CLASSIFY CHEMICALS ACCORDING TO SIMILARITIES OF PROPERTIES. 3.	
09C075	DEFINE THE TERM COMPOUNDS, STATE HOW COMPOUNDS ARE FORMED, AND/OR IDENTIFY EXAMPLES OF COMPOUNDS. 2A. 4A. 7B.	
09C080	DEFINE THE TERM METAL, LIST EXAMPLES OF METALS, AND/OR IDENTIFY USES OF METALS. 2A. 7B.	
09C085	DEFINE THE TERM ALLOY, LIST EXAMPLES OF ALLOYS, AND/OR IDENTIFY USES OF ALLOYS. 2A. 7B.	
09C090	DEFINE THE TERM NONMETAL, LIST NONMETALS, AND/OR IDENTIFY USES OF EACH. 2A.	
09C095	DEFINE THE TERM NOBLE GASES, LIST EXAMPLES OF NOBLE GASES, AND/OR IDENTIFY USES OF EACH. 7B.	
09C100	LIST COMMON MEMBERS OF THE CARBON FAMILY, SUCH AS SOAP, PETROLEUM, ETC., AND IDENTIFY USES OF EACH. 7B.	
09C105	DEFINE THE TERM SOLUTION, LIST EXAMPLES OF SOLUTIONS, STATE PROPERTIES OF VARIOUS SOLUTIONS, AND/OR IDENTIFY USES OF EACH. 7B.	
09C110	DEFINE THE TERM CHEMICAL REACTION, STATE PROCEDURES INVOLVED IN VARIOUS CHEMICAL REACTIONS, AND/OR LIST EXAMPLES OF CHEMICAL REACTIONS. 4A.	
09C115	DEFINE THE TERM BASE, LIST PROPERTIES OF VARIOUS BASES, AND/OR IDENTIFY COMMON BASES. 8.	
09C120	DEFINE THE TERM ACID, LIST PROPERTIES OF DIFFERENT ACIDS, AND/OR IDENTIFY COMMON ACIDS. 8.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
09C125	DEFINE THE TERM SALTS, LIST PROPERTIES OF DIFFERENT SALTS, AND/OR IDENTIFY COMMON SALTS. 8.	
09C130	DEFINE THE TERM WAVE, LIST TYPES OF WAVES, IDENTIFY PROPERTIES OF EACH TYPE OF WAVE, AND/OR STATE APPLICATIONS OF EACH TYPE OF WAVE. 2B. 8.	
09C135	LIST EXAMPLES OF THE IMPORTANCE OF LIGHT TO LIVING THINGS. 2B. 8.	
09C140	DEFINE THE TERM SPECTRUM, LIST SPECTRUM COLORS, IDENTIFY PRIMARY COLORS, LIST USES FOR A SPECTRUM. 5A. 8.	
09C145	DIFFERENTIATE BETWEEN HEAT AND TEMPERATURE. 8.	
09C150	DEFINE THE TERM THERMOMETER, STATE HOW IT FUNCTIONS, LIST TYPES OF THERMOMETERS, IDENTIFY USES FOR THERMOMETERS, AND/OR READ A THERMOMETER CORRECTLY. 5A. 8.	
09C155	DEFINE THE TERM HEAT EXCHANGE AND/OR STATE EXAMPLES OF HEAT EXCHANGE IN DAILY LIVING. 4A.	
09C160	DIFFERENTIATE BETWEEN THE TERMS CONTRACTION AND EXPANSION AND/OR LIST EXAMPLES OF THE EFFECTS OF HEAT ENERGY ON EACH. 4A.	
09C165	DEFINE THE TERMS CONDUCTION, CONVECTION, AND RADIATION; LIST EXAMPLES OF EACH; AND IDENTIFY USES OF EACH. 4A.	
09C170	DEFINE THE TERM HEAT MOVEMENT AND LIST EXAMPLES OF HEAT MOVEMENT IN DAILY LIVING. 4A.	
09C175	DEFINE THE TERM INSULATION, LIST EXAMPLES OF INSULATION, AND IDENTIFY THE BENEFITS OF INSULATION IN DAILY LIVING. 8.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09C180	LIST TYPES OF HEATING SYSTEMS AND/OR IDENTIFY EXAMPLES OF EACH. 4A.	
09C185	DEFINE THE TERM THERMAL POLLUTION AND/OR LIST EXAMPLES. 8.	
09C190	DEFINE THE TERM STATIC ELECTRICITY AND/OR IDENTIFY EXAMPLES OF STATIC ELECTRICITY. 8.	
09C195	DEFINE THE TERM ELECTRICAL CELL, IDENTIFY THE DIFFERENCE BETWEEN DRY AND WET CELLS, AND/OR LIST FUNCTIONS OF EACH. 4A. 7C. 8.	
09C200	DEFINE THE TERMS RESISTANCE, CURRENT, AND VOLTAGE AS THEY RELATE TO ELECTRICITY. 8.	
09C205	DEFINE THE TERM HOUSE CIRCUIT AND IDENTIFY ITS USES. 8.	
09C210	DEFINE THE TERM CIRCUIT BREAKER AND DIFFERENTIATE FROM HOUSE CIRCUIT. 7C. 8.	
09C215	DEFINE THE TERM RADIOACTIVE SUBSTANCE, LIST PROPERTIES OF RADIOACTIVE SUBSTANCES, AND/OR IDENTIFY METHODS OF DETECTING RADIATION. 2A. 8.	
09C220	DEFINE THE TERM ELECTROMAGNET AND IDENTIFY ITS USES. 2C. 8.	
09C225	LIST AND DESCRIBE CAREERS ASSOCIATED WITH ELECTRICITY. 10C.	
09C230	DEFINE THE TERM FOSSIL FUELS AND/OR IDENTIFY METHODS FOR CONSERVING FOSSIL FUELS. 2A. 8. 10B.	
09C235	DEFINE THE TERM SOLAR ENERGY AND/OR LIST EXAMPLES OF USES OF SOLAR ENERGY. 10B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09C240	DEFINE THE TERM HYDROELECTRICITY AND/OR STATE EXAMPLES OF USES OF HYDROELECTRICITY. 8.	
09C245	DEFINE THE TERM GEOTHERMAL ENERGY AND/OR STATE EXAMPLES OF USES OF GEOTHERMAL ENERGY. 2B. 8. 10B.	
09C250	DEFINE THE TERM NUCLEAR REACTOR, LIST PARTS OF A NUCLEAR REACTOR, IDENTIFY FUNCTIONS OF EACH PART, AND/OR STATE EXAMPLES OF USES OF ENERGY RESULTING FROM A NUCLEAR REACTOR. 2B. 4A. 7A. 8.	
09C255	LIST ADVANTAGES AND DISADVANTAGES OF NUCLEAR ENERGY. 2B. 10B.	
09C260	LIST METHODS FOR CONSERVING ENERGY. 10B.	
09C265	DESIGN A PROJECT INVOLVING COLLECTING DATA, DEVELOP A HYPOTHESIS, COLLECT DATA, ANALYZE, AND REPORT RESULTS IN A GRAPH FORMAT. 5B. 6A,B. 9A,B.	
09C270	LIST AND DESCRIBE LEISURE TIME ACTIVITIES ASSOCIATED WITH PHYSICAL SCIENCE. 10C.	
09C275	LIST METHODS FOR PROTECTING THE ENVIRONMENT FROM CHEMICAL POLLUTION. 10C.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
10C001	LIST REASONS FOR STUDYING LIFE. 2A,B.C.	
10C005	LIST CHARACTERISTICS OF ANIMAL AND PLANT CELLS. 3C. 4A,D.	
10C010	LIST AND DEFINE LIFE PROCESSES. 2C. 3A,B,C. 4A,D.	
10C015	USE THE SCIENTIFIC METHOD FOR CLASSIFYING AND IDENTIFYING LIVING ORGANISMS.	
10C020	NAME AND DESCRIBE VIRUSES AND BACTERIA. 2A,C. 3A,B,C. 4A,C,D.	
10C025	NAME AND DESCRIBE PROTISTS AND FUNGI. 2A,C. 3A,B,C. 4A,C,D.	
10C030	IDENTIFY CHARACTERISTICS OF PLANTS. 3A,C. 4A,C.	
10C035	TRACE THE REPRODUCTION PROCESS OF A FLOWERING PLANT. 3A. 4A,C.	
10C040	NAME AND LIST CHARACTERISTICS OF SIMPLE INVERTEBRATES. 3A,C. 4A,C.	
10C045	NAME AND LIST CHARACTERISTICS OF COMPLEX INVERTEBRATES. 3A,C. 4A,C.	
10C050	NAME AND LIST CHARACTERISTICS OF COLD-BLOODED INVERTEBRATES. 3A,C. 4A,C.	
10C051	NAME AND LIST CHARACTERISTICS OF WARM-BLOODED INVERTEBRATES. 3A,C. 4A,C.	
10C055	LIST CHARACTERISTICS OF BONES. 2A,C. 3A,B. 4A,C.	
10C060	LIST CHARACTERISTICS OF MUSCLES. 2A,C. 3A,B. 4A,C.	
10C065	LIST CHARACTERISTICS OF SKIN. 2A,C. 3A,B. 4A,C.	
10C070	LIST AND DISCUSS NUTRIENTS NECESSARY FOR PERSONAL WELL-BEING. 2A,C. 3A,B. 4A,C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
10C075	TRACE THE DIGESTIVE SYSTEM OF THE BODY. 2A,C. 3A,B. 4A,C.	
10C080	TRACE THE CIRCULATORY SYSTEM OF THE BODY. 2A,C. 3A,B. 4A,C.	
10C085	LIST AND DISCUSS THE BODY'S DEFENSE MECHANISMS. 2A,C. 3A,B. 4A,C.	
10C090	TRACE THE RESPIRATORY SYSTEM OF THE BODY. 2A,C. 3A,B. 4A,C.	
10C095	TRACE THE EXCRETORY SYSTEM OF THE BODY. 2A,C. 3A,B. 4A,C.	
10C100	LIST THE COMPONENTS OF THE BODY'S SYSTEM FOR CONTROL. 2A,C. 3A,B. 4A,C.	
10C105	TRACE THE HUMAN LIFE CYCLE. 2A,C. 3A,B. 4A,C.	
10C110	DEFINE AND DESCRIBE TYPES OF HUMAN BEHAVIOR. 2A. 3A.	
10C115	LIST AND DESCRIBE SUBSTANCES WHICH INFLUENCE HUMAN BEHAVIOR. 2A. 3C.	
10C120	DEFINE GENETIC TERMS AND DESCRIBE INHERITABLE CHARACTERISTICS. 2C. 3A.	
10C125	DEFINE AND DESCRIBE THE TERM FOSSIL. 3A.	
10C130	IDENTIFY CHANGES WHICH HAVE OCCURRED IN LIVING ORGANISMS OVER THE YEARS. 3A. 4A.	
10C135	DEFINE AND DESCRIBE CHARACTERISTICS OF THE TERM FOOD CHAIN. 2C. 3A.	
10C140	DEFINE AND DESCRIBE CHARACTERISTICS THE TERM ECOSYSTEMS. 2C. 3A.	
10C145	DEFINE AND DESCRIBE CHARACTERISTICS OF THE TERM BIOME. 2C. 3A.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
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	TITLE NOT AVAILABLE	
10C150	LIST AND DESCRIBE EXAMPLES OF THE INTERDEPENDENCE OF HUMAN BEINGS AND THEIR ENVIRONMENT. 2B,C. 3A,B,C. 4A,B,C.	
10C155	IDENTIFY AND EVALUATE COMMERCIAL PRODUCTS AND SERVICES ASSOCIATED WITH FOODS, MEDICINE, AND APPAREL. 2B.	
10C160	LIST AND DESCRIBE BIOLOGY-RELATED CAREER OPPORTUNITIES. 4B.	
10C165	USE LABORATORY MATERIALS AND EQUIPMENT SAFELY. 1A. 1B.	
10C170	USE MATERIALS AND DEVICES FOR MAXIMUM SAFETY AND CONSERVATION. 1B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
11C005	STATE AND COMPARE CHARACTERISTICS OF ORGANISMS. 2C. 4B.	
11C010	STATE CHARACTERISTICS OF HUMANS. 2A,C. 4A. 10A,B.	
11C015	IDENTIFY CHEMICALS, CHEMICAL TERMS, AND CHEMICAL PROCESSES ESSENTIAL FOR LIFE. 9A.	
11C020	STATE CHARACTERISTICS OF CELL STRUCTURE. 2A,B,C. 4A.	
11C025	STATE FUNCTIONS OF CELLS. 2A,C. 4A,B. 7A,B,C,D. 8. 10C.	
11C030	IDENTIFY PROCEDURES FOR INFORMATION STORAGE AND TRANSFER IN CELLS. 7A.	
11C035	DEFINE GENETIC TERMS AND DESCRIBE INHERITABLE CHARACTERISTICS. 4A,B. 5B. 6A. 7A.	
11C040	DEFINE THE TERM FOSSIL. 7C.	
11C045	IDENTIFY EVIDENCE OF CHANGES WHICH HAVE OCCURRED IN LIVING ORGANIZSMS OVER THE YEARS. 2A. 3. 4A,B. 7B.	
11C050	LIST AND DISCUSS EXPLANATIONS FOR CHANGES WHICH HAVE OCCURRED IN LIVING ORGANISMS. 7C. 2A,C. 4A,B. 7B,D.	
11C055	LIST AND DESCRIBE CHARACTERISTICS OF VIRUSES AND MONERANS. 2A. 4A. 7B,D.	
11C060	LIST AND DESCRIBE CHARACTERISTICS OF PROTISTS. 2A,B. 4A. 7B,D.	
11C065	LIST AND DESCRIBE CHARACTERISTICS OF FUNGI. 2A,B. 4A. 7B,D.	
11C070	LIST AND DESCRIBE CHARACTERISTICS OF PLANTS. 2A,B,C. 4A. 7B,C,D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
11C075	LIST EXAMPLES OF AND DESCRIBE CHARACTERISTICS OF MARINE LIFE. 2A,C. 7B,C.	
11C080	LIST CHARACTERISTICS OF BIRDS. 7B,C.	
11C085	STATE THE FUNCTION OF THE SKELETAL SYSTEM. 8.	
11C090	IDENTIFY THE COMPONENTS OF THE BODY'S SYSTEM FOR CONTROL. 4A. 8.	
11C095	LIST SOURCES AND FUNCTIONS OF ESSENTIAL NUTRIENTS. 4A. 8.	
11C100	TRACE THE DIGESTIVE SYSTEM. 4A. 8.	
11C105	TRACE THE BLOOD FLOW IN THE BODY. 4A. 8.	
11C110	IDENTIFY COMPONENTS OF DEFENSE MECHANISMS USED BY LIVING ORGANISMS. 7B,C.	
11C115	TRACE THE RESPIRATORY SYSTEM. 4A. 8.	
11C120	TRACE THE EXCRETORY SYSTEM. 4A. 8.	
11C125	LIST AND DESCRIBE COMPONENTS OF THE REPRODUCTIVE SYSTEM. 4A. 8.	
11C130	IDENTIFY CHARACTERISTICS OF HUMAN GROWTH AND DEVELOPMENT FROM BIRTH TO DEATH. 4A. 8.	
11C135	STATE EXAMPLES OF AND DESCRIBE INTERACTIONS AMONG POPULATIONS AND COMMUNITIES. 7C,D.	
11C140	IDENTIFY COMPONENTS OF THE HYDROLOGIC, OXYGEN, CARBON, AND NITROGEN CYCLES. 7D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
11C145	STATE EXAMPLES OF HOW HUMANS AFFECT ECOSYSTEMS. 7C,D. 6A.	
11C150	LIST WAYS TO REDUCE POLLUTION. 3C,D.	
11C155	USE BIOLOGICAL EQUIPMENT AND SELECTED CHEMICALS SAFELY. 1A.	
11C160	PREPARE DISPLAY COLLECTIONS OF BIOLOGICAL SPECIMENS. 1B.	
11C165	OBSERVE PLANTS, ANIMALS, AND PROTISTS IN THEIR ENVIRONMENTS. 2A.	
11C170	EXAMINE BIOLOGICAL SPECIMENS. 2B.	
11C175	MEASURE BIOLOGICAL QUANTITIES. 5A.	
11C180	DEDUCE A BIOLOGICAL HYPOTHESIS FROM EXPERIMENTAL DATA. 6B.	
11C185	CHOOSE AN EXPERIMENTAL DESIGN TO TEST A BIOLOGICAL HYPOTHESIS. 9B.	
11C190	LIST WAYS IN WHICH MICROBES, PLANTS, AND ANIMALS AFFECT THE ECONOMY. 10A.	
11C195	LIST WISE AND UNWISE CONSUMMER HABITS AND IDENTIFY THE EFFECT EACH HAS UPON HUMAN WELL-BEING. 10B.	
11C200	IDENTIFY CAREERS ASSOCIATED WITH BIOLOGICAL PRINCIPLES. 10C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06H005	IDENTIFY DAILY PRACTICES THAT PROMOTE SELF-CONCEPT. 1A.	
06H010	LIST RESPONSIBILITIES SHARED WITH PARENTS FOR DENTAL CARE. 1B.	
06H015	STATE EXAMPLES OF DAILY SCHEDULES THAT INCLUDE ADEQUATE SLEEP; REST; AND REGULAR, VIGOROUS PHYSICAL ACTIVITY. 1D.	
06H020	STATE EXAMPLES OF HEALTHFUL FOOD CHOICES IN CONTEXT OF SOCIAL ENVIRONMENT. 1E.	
06H025	IDENTIFY FACTORS, INCLUDING PEER PRESSURE, THAT CONTRIBUTE TO ALCOHOL, TOBACCO, MARIJUANA, AND OTHER DRUG ABUSE AND METHODS OF PREVENTION, WITH SPECIAL EMPHASIS ON ILLEGAL DRUGS. 1F.	
06H030	IDENTIFY WAYS TO CARE FOR THE PRINCIPAL BODY SYSTEMS. 1G.	
06H035	IDENTIFY HAZARDS IN THE ENVIRONMENT, AND ACQUIRE KNOWLEDGE AND SKILLS NEEDED TO AVOID INJURY AND TO PREVENT ACCIDENTS. 1H.	
06H040	STATE CONSIDERATIONS IN SELECTING HEALTH SERVICES, PRODUCTS, AND PRACTITIONERS. 2A.	
06H045	IDENTIFY COMMUNICABLE AND NONCOMMUNICABLE DISEASES, THEIR CAUSES, SYMPTOMS, PREVENTION, AND TREATMENT. 2B.	
06H050	STATE EXAMPLES OF WAYS THE HEALTH OF THE FAMILY IS DEPENDENT UPON THE CONTRIBUTIONS OF EACH OF ITS MEMBERS. 2C.	
06H055	IDENTIFY BASIC EMERGENCY TREATMENT, INCLUDING AID TO PERSONS CHOKING OR NOT BREATHING. 2D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06H060	IDENTIFY WAYS THE SYSTEM OF HEALTH SERVICES PROVIDED BY GOVERNMENT RELATES TO THE HEALTH NEEDS OF PEOPLE. 3A.	
06H065	IDENTIFY WAYS PEOPLE AND THE ENVIRONMENT ARE DEPENDENT UPON EACH OTHER. 3B.	
06H070	LIST WAYS AN INDIVIDUAL CAN RESPONSIBLY PROTECT THE ENVIRONMENT. 3B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09H005	LIST THE FUNCTIONS OF BODY SYSTEMS AND STATE METHODS FOR PROPER CARE OF EACH. 1A.	
09H010	COMPARE PERSONAL BEHAVIOR TO WELLNESS. 1B.	
09H015	IDENTIFY PATTERNS OF FOOD SELECTION THAT CONTRIBUTE TO WELLNESS. 1C.	
09H020	COMPARE A PLAN FOR RESPONSIBLE BEHAVIOR CONCERNING ALCOHOL, TOBACCO, AND OTHER DRUGS. 1D.	
09H025	LIST PROCEDURES TO TAKE IN SITUATIONS WHICH REQUIRE VARIOUS TYPES OF EMERGENCY ACTION. 1E.	
09H030	COMPARE RESPONSIBLE BEHAVIOR AND THE INTERRELATIONSHIP OF DIET, EXERCISE, REST, AND RECREATION. 1F.	
09H035	IDENTIFY COMPONENTS OF A COMPREHENSIVE ACCIDENT PREVENTION PROGRAM. 1G.	
09H040	CLASSIFY MESSAGES OF ADVERTISING FOR HEALTH PRODUCTS AND SERVICES. 2A.	
09H045	IDENTIFY THE CAUSES, SYMPTOMS, PREVENTION, AND TREATMENT OF COMMUNICABLE AND NONCOMMUNICABLE DISEASES, INCLUDING SEXUALLY TRANSMITTED DISEASES. 2B.	
09H050	LIST WAYS RESPONSIBLE BEHAVIOR MAY PREVENT AND CONTROL DISEASES AND PROMOTE HEALTH. 2C.	
09H055	DEMONSTRATE KNOWLEDGE OF THE FUNDAMENTALS OF EMERGENCY CARE FOR PEOPLE CHOKING OR NOT BREATHING. 2D.	
09H060	COMPARE AN ECOLOGICALLY BALANCED ENVIRONMENT AND PERSONAL WELL-BEING. 3A.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09H065	LIST VARIOUS COMMUNITY HEALTH RESOURCES AND ACTIVITIES. 3B.	
09H070	IDENTIFY THE ROLES OF INDIVIDUALS, THE FAMILY, COMMUNITY HEALTH DEPARTMENTS, AND THE MEDICAL PROFESSION IN CONTROLLING SEXUALLY TRANSMITTED DISEASES. 3C.	
09H075	IDENTIFY VARIOUS RESOURCES DESIGNED TO PROTECT AND PROMOTE THE WELL-BEING OF PEOPLE. 3D.	
09H080	IDENTIFY CURRENT HEALTH ISSUES. 3E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	WORD ATTACK	
08R005	DEMONSTRATE BASIC WORD ATTACK SKILLS: PHONIC ANALYSIS, STRUCTURAL ANALYSIS, CONTEXTUAL CLUES. 1A.	
08R010	USE THE DICTIONARY AS A KEY TO PRONUNCIATION: PHONETIC RESPELLING, SYLLABICATION, ACCENTS. 1B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VOCABULARY	
08R015	SELECT THE APPROPRIATE MEANING OF MULTIMEANING WORDS. 2A.	
08R020	RECOGNIZE VOCABULARIES ASSOCIATED WITH A VARIETY OF CONTENT AREAS. 2B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPREHENSION	
08R025	IDENTIFY THE IMPLIED MAIN IDEA. 3A.	
08R030	CHOOSE SUPPORTING FACTS AND DETAILS. 3B.	
08R035	ARRANGE EVENTS IN SEQUENTIAL ORDER. 3C.	
08R040	PERCEIVE CAUSE AND EFFECT RELATIONSHIPS. 3D.	
08R045	SUMMARIZE AND MAKE GENERALIZATIONS. 3E.	
08R050	ANALYZE INFORMATION AND MAKE JUDGMENTS ON THE BASIS OF INFORMATION GIVEN. 3F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PRACTICAL APPLICATION	
08R055	FOLLOW WRITTEN DIRECTIONS INCLUDING SUBSTEPS. 4A.	
08R060	USE VARIOUS PARTS OF A BOOK: CHAPTER HEADINGS, MARGINAL NOTES, FOOTNOTES, AND APPENDICES. 4B.	
08R065	INTERPRET GRAPHIC MATERIALS: DIAGRAMS, GRAPHS, CHARTS, MAPS, GLOBES, AND SCHEDULES. 4C.	
08R070	USE REFERENCE MATERIALS: DICTIONARIES, ENCYCLOPEDIAS, CATALOGS, ALMANACS, PERIODICALS, AND NEWSPAPERS. 4D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06S005	DEFINE THE TERM GLOBE. 5D.	
06S010	IDENTIFY LAND AND WATER AREAS ON A MAP OR GLOBE. 5D,G.	
06S015	MATCH, IDENTIFY, OR READ PRINTED NAMES OF WATER BODIES, CONTINENTS, AND COUNTRIES ON A MAP OR GLOBE. 5D,E,G.	
06S020	DEFINE THE TERM MAP.	
06S025	IDENTIFY LAND, WATER, AND COASTAL AREAS ON A MAP OR GLOBE. 5D,F.	
06S030	MATCH, IDENTIFY, OR READ NAMES OF MAJOR WATER BODIES, STATES, AND CITIES. 5D,F.	
06S035	MATCH OR READ BASIC MAP TERMS. 5F,G.	
06S040	DEMONSTRATE ABILITY TO USE THE COMPASS ROSE BY NAMING THE FOUR MAIN DIRECTIONS ON THE MAP. 5F,G.	
06S045	STATE OR WRITE THE FOUR MAIN (CARDINAL) DIRECTIONS ON THE COMPASS ROSE. 5F,G.	
06S050	LOCATE THE NORTH AND SOUTH POLES ON A MAP OR GLOBE. 5F,G.	
06S055	LOCATE POINTS ON THE GLOBE IN TERMS OF THE FOUR MAIN DIRECTIONS. 5F,G.	
06S060	LOCATE POINTS ON THE MAP IN TERMS OF THE FOUR MAIN DIRECTIONS. 5F,G.	
06S065	USE THE DIRECTIONAL TERMS (EASTERN, NORTHEASTERN, ETC.) TO LOCATE, IDENTIFY, AND/OR DESCRIBE MAJOR SECTORS OF THE U.S. 5F,G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06S070	LOCATE SPECIFIED PLACES ON A U.S. MAP. 5F,G.	
06S075	LIST, LOCATE, LABEL, AND/OR SPELL THE NAMES OF SPECIFIED CONTINENTS. 5D.	
06S080	LIST, LOCATE, AND/OR SPELL THE NAMES OF SPECIFIED OCEANS. 5D.	
06S085	DEFINE THE TERM HEMISPHERE.	
06S095	DEFINE THE TERM LATITUDE. 5G.	
06S100	LOCATE THE EQUATOR, NORTH POLE, AND SOUTH POLE BY THEIR DEGREES ON A GLOBE. 5G.	
06S105	NAME CONTINENTS CROSSED BY LATITUDINAL LINES SPECIFIED BY THE INSTRUCTOR. 5G.	
06S110	LOCATE THE TERM LONGITUDE AND DEFINE THE TERM. 5G.	
06S115	LOCATE THE PRIME MERIDIAN ON A MAP OR GLOBE. 5G.	
06S120	NAME CONTINENTS CROSSED BY LONGITUDINAL LINES SPECIFIED BY THE INSTRUCTOR. 5G.	
06S125	IDENTIFY VARIOUS MAP PROJECTIONS, INCLUDING MERCATOR AND POLAR MAP PROJECTIONS. 5F.	
06S130	EXPLAIN THE DIFFERENCE BETWEEN THE EARTH'S DAILY ROTATION AND YEARLY REVOLUTION.	
06S135	IDENTIFY THE DIRECTION OF THE EARTH'S MOVEMENT.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06S140	DEFINE THE TERM EARTH'S AXIS.	
06S145	NAME THE FOUR SEASONS AND DESCRIBE HOW EACH DIFFERS FROM THE OTHER.	
06S150	LIST VARIOUS PURPOSES FOR WHICH CHARTS ARE USED.	
06S155	LOCATE FACTUAL INFORMATION ON DIFFERENT KINDS OF CHARTS.	
06S160	DEFINE THE TERM TIME LINE. 7A.	
06S165	RECITE OR WRITE INTERPRETATIONS OF SPECIFIC GRAPHS.	
06S170	LIST CHARACTERISTICS OF PEOPLE IN TODAY'S WORLD. 3A.	
06S175	LIST CHARACTERISTICS OF PREHISTORIC MAN, INCLUDING LIVING CONDITIONS. 3A,B,C,D.	
06S180	EXPLAIN HOW DIFFERENT CULTURES RESULTED FROM DIFFERENT ENVIRONMENTS, SUCH AS THE ICE AGE, HUNTERS AND GATHERERS, NEW STONE AGE, ETC. 3A,C,D.	
06S185	TRACT EVENTS IN THE RISE OF THE SUMERIAN CULTURE ALONG THE TIGRIS AND EUPHRATES RIVERS. 3A,C,D. 5A,B,C. 6A,B,C.	
06S190	LIST CHARACTERISTICS OF THE ANCIENT EGYPTIAN SOCIETY AS IT DEVELOPED ALONG THE NILE RIVER. 3A,C,D.	
06S195	LIST EVENTS IN THE DEVELOPMENT OF CIVILIZATION ALONG THE INDUS RIVER OF ANCIENT INDIA. 3A,C,D.	
06S200	LIST EVENTS IN THE DEVELOPMENT OF CIVILIZATION ALONG THE HWANG HO RIVER IN CHINA. 3A,C,D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
06S205	DISCUSS THE LIFE OF THE PEOPLE OF GREECE AND ROME. 3A,C,D. 5A,B,C. 6A,B,C.	
06S210	LIST CHARACTERISTIC FEATURES OF ISLAM AND ISLAMIC CULTURES. 3A,C,D. 5A,B,C. 6A,B,C.	
06S215	LIST CHARACTERISTICS OF THE ANCIENT CIVILIZATIONS OF THE AMERICAS AND AFRICA. 3A,C,D. 5A,B,C. 6A,B,C.	
06S220	DESCRIBE THE LIFE OF THE PEOPLE WHO LIVED DURING THE MIDDLE AGES. 5A,C,D. 5A,B,C. 6A,B,C.	
06S225	DISCUSS THE CHANGES WHICH RESULTED FROM THE REVIVAL OF TRADE AND LEARNING. 5C.	
06S230	NAME SIGNIFICANT EVENTS OF THE RENAISSANCE AND REFORMATION PERIOD. 3A,B,C,D. 5A,B,C.	
06S235	TRACE EXPLORATION OF EUROPEAN COUNTRIES AND DISCUSS MEN WHO MADE THEM. 3A,B,C,D. 5A,B,C,D,E,F,G.	
06S240	LIST CHARACTERISTIC FEATURES OF THE AGE OF REVOLUTION.	
06S245	LIST EVENTS WHICH OCCURRED DURING THE DEVELOPMENT OF CIVILIZATION IN RUSSIA. 3A,B,C,D. 5A,B,C,D,E,F,G. 6A,B,C.	
06S250	LIST CHANGES WHICH TOOK PLACE IN THE 19TH CENTURY IN EUROPE.	
06S255	LIST EVENTS OF WORLD WAR I AND II.	
06S260	TRACE THE DEVELOPMENT OF WORLD SOCIETIES IN THE TWENTIETH CENTURY. 3A,B,C,D. 5A,B,C,D,E,F,G. 6A,B,C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
07S005	IDENTIFY THE STATE OF TEXAS AND THE BOUNDARIES OF THE STATE OF TEXAS. 4A,B.	
07S010	DESCRIBE THE PHYSICAL FEATURES OF EACH. (B) 4A,B/(A) 4A,B,C.	
07S015	DESCRIBE TEXAS' MAJOR INDIAN TRIBES AND THEIR CUSTOMS. (B) 1/(A) 1A,B,C,D.	
07S020	DESCRIBE THE MAJOR EXPEDITIONS OF EXPLORATION IN TEXAS. (B) 1B.	
07S025	IDENTIFY ETHNIC AND RACIAL GROUPS WHICH SETTLED TEXAS (B) 3F. 4C/(A) 1A,B,C,D. 2C.	
07S030	DESCRIBE MAJOR POINTS OF IMPORTANT BATTLES FOR TEXAS INDEPENDENCE. (B) 2A,C,D. 3A/(A) 1A,B,C,D. 2A,B,C,D,E,F,G,H,L,J,K,L.	
07S035	LIST THE MAJOR PROBLEMS AND DESCRIBE LIVING CONDITIONS ON THE EARLY FRONTIER. (B) 1A. (A) 1A,B,C,D/ (A) 1A,B,C,D. 4A,B,C.	
07S040	STATE THE MAJOR EVENTS LEADING UP TO TEXAS' ANNEXATION. (B) 2E,F. (A) 1A,B,C,D. 2.	
07S045	STATE THE MAJOR POINTS OF THE GROWTH OF TEXAS AFTER ANNEXATION. (B) 2E,F/(A) 3A,B,C,D,E,F,G,H,I,J.	
07S050	DESCRIBE TEXAS' ROLE IN THE CIVIL WAR. (B) 3A,B.	
07S055	DESCRIBE TEXAS' ROLE IN THE CIVIL WAR AFTER STUDYING RECONSTRUCTION, DESCRIBE TEXAS' NEW STAE GOVERNMENT. (B) 3B,C,D,E,F,G/(A) 2A,B,C,D,G,J,L.	
07S065	LIST SIGNIFICANT EVENTS IN TEXAS AFTER THE CIVIL WAR. (B) 3D.	
07S070	LIST IDENTIFYING CHARACTERISTICS. (B) 3B/(A) 2A,C,D,G,J,K.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
07S075	DESCRIBE THE MAJOR POINTS OF THE MACHINE AGE AND ITS EFFECT ON TEXAS. (B) 4E,F/(A) 3A,B,C,E,G,H,J.	
07S080	LIST AND DESCRIBE MAJOR TEXAS INDUSTRIES (INCLUDING AGRICULTURE). (B) 4F/(A) 3A,B,C,E,G,H,J.	
07S085	LIST SOME OF THE MAJOR ACCOMPLISHMENTS OF FAMOUS RESIDENTS OF TEXAS. (B) 1C. 2B. 3E.	
07S090	LOCATE PLACES OF HISTORICAL SIGNIFICANCE IN THE STATE. (B) 4D/(A) 4A,B,C.	
07S095	DESCRIBE THE STRUCTURE OF STATE AND LOCAL GOVERNMENTS IN TEXAS. (B) 3C. (A) 2A,B,C,D,E,F,G,H,I,J,K,L.	
07S100	DESCRIBE THE STRUCTURE OF PUBLIC EDUCATION IN TEXAS. (B) 3G.	
07S105	LIST REASONS FOR URBANIZATION WITHIN THE STATE. (B) 4E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
08S005	NAME, LOCATE, AND DESCRIBE POPULATIONS OF THE NATIVE NORTH AMERICAN INDIANS. (A) 1A,B,C,D. 4A,B. (C)4A,C,E.	
08S010	RELATE THE FACTS CONCERNING CHRISTOPHER COLUMBUS AND THE VOYAGE OF DISCOVERY. (A)4A,B. (C)1A. 4,B,C,E.	
08S015	NAME THE MAJOR SPANISH EXPLORERS AND THEIR EXPEDITIONS AND DISCOVERIES. (A)1A,B,C,D. 4A,B. (C)1A. 2C,D. 4B,C,E.	
08S020	EXAMINE THE EVENTS CONCERNING THE ENGLISH SETTLEMENT OF AMERICA. (A)1A,B,C,D. 2A,B,C,D. 4A,B. (C)1A,B,C.	
08S025	LIST EVIDENCE OF FRENCH INFLUENCE IN SETTLING AMERICA. (A)1A,B,C,D, 2A,B,C,D, 4A,B. (C)1A,B,C.	
08S035	RELATE THE SEQUENCE OF EVENTS/CIRCUMSTANCES PRIOR TO AND DURING THE AMERICAN REVOLUTION. (A) 2A,B,C,D,G,J,K,L. 4A. (C) 1A,B,C.	
08S040	RECALL THE EVENTS AND PEOPLE WHO WERE IMPORTANT IN REGARD TO THE DEVELOPMENT AND SIGNING OF THE DECLARATION OF INDEPENDENCE. (A) WA,B,C,D,G,J,K,L. 4A. (C) 1A,B,C.	
08S045	REPORT SIGNIFICANT EVENTS IN THE WRITING OF THE CONSTITUTION IN 1787 AND TH ADDITION OF THE BILL OF RIGHTS IN 1791. (A) 2A,B,C,D,G,J,K.L. 4A. (C) 1A,B,C.	
08S050	LIST CONTRIBUTIONS GEORGE WASHINGTON MADE TO THE UNITED STATES. (C) 1B,C. 4D. 5A,B,F,G,H,J.	
08S055	LIST AND DESCRIBE THE DUTIES AND POWERS OF CONGRESS, THE PRESIDENT, AND THE FEDERAL COURTS. (C) 5B,D,C,H.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
08S060	LIST AND DESCRIBE THE RIGHTS AND RESPONSIBILITIES OF CITIZENS (A) 2D,E,F,I. (C) 5A,B.	
08S065	LIST AND DESCRIBE WAYS CITIZENS INFLUENCE THE GOVERNMENT. (A) 1A,B,C,D. 2B. (C) 1B,C,E,F,H. 4D,E. 5G.	
08S070	IDENTIFY ROLES OF STATE AND LOCAL GOVERNMENTS. (A) 2A. (C) 5C,D.	
08S075	LIST AND DESCRIBE EVENTS IN LAUNCHING THE NEW GOVERNMENT. (A) 1A,B,C,D. (C) 1A,B,C,D,E,F,G,H.	
08S080	RELATE THE EVENTS OF THE WAR OF 1812 AND IDENTIFY SIGNIFICANT PEOPLE INVOLVED. (C) 1D.	
08S085	STATE AND DESCRIBE EARLY FOREIGN POLICY. (C) 1A,C,I.	
08S090	LIST CONTRIBUTIONS ANDREW JACKSON MADE TO THE UNITED STATES. (C) 1B,C. 4D. 5A,B,F,G,H,I.	
08S095	IDENTIFY WOMEN SIGNIFICANT IN AMERICAN HISTORY AND STATE THE CONTRIBUTION MADE BY EACH. (A) 1A. (C) 4D.	
08S100	LIST FACTS CONCERNING U.S. PURCHASE OF LAND FROM MEXICO AND FRANCE. (C) 1D. 2C.	
08S105	STATE REASONS FOR THE MOVEMENT OF MANY AMERICANS TO OREGON, TEXAS , AND CALIFORNIA. (A) 3C. (C) 1G. 2A,B.	
08S110	LOCATE GEOGRAPHICAL AREAS ACQUIRED TO FORM THE UNITED STATES. (C) 2A,B,C,D, E,F,G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
08S115	LIST AND COMPARE DISTINGUISHING CHARACTERISTICS OF THE NORTH AND SOUTH. (C) 1E,F,G. 2A,B. 3. 4B,C,D,E. 5F,G,I.	
08S120	LIST EVENTS THAT LED TO THE SOUTHERN STATES' SECESSION FROM THE UNION. (A) 1A,B,C,D. 2C,E,G. 3C.	
08S125	LIST MAIN FACTS CONCERNING THE CIVIL WAR AND SIGNIFICANT PEOPLE COMMONLY IDENTIFIED WITH CIVIL WAR EVENTS. (A) 4A,B. (C) 1E,F,G,H. 2D,E. 3A,C,D,E,F,G. 4B,C,D. 5A,B,G,H,I.	
08S130	DISTINGUISH BETWEEN THE STATES IDENTIFIED WITH THE CONFEDERACY AND WITH THE UNION. (A) 4A,B. (C) 1E,F,G. 2A,B. 4B,C,D. 5A.	
08S135	LIST AND DESCRIBE EVENTS OF RECONSTRUCTION. (C) 1G,H. 2E. 3G,H. 4C,D,E. 5B,F,G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09S005	DEMONSTRATE KNOWLEDGE OF THE EVOLUTION OF MAN BY NAMING AND DESCRIBING STAGES OF DEVELOPMENT OF PRIMITIVE MAN. 1A.	
09S010	LIST CHARACTERISTICS OF LIFE AS IT WAS IN THE STONE AGE, RELATING INFORMATION ABOUT TOOLS, FOODS, SHELTER, AND/OR BASIC CULTURE. 1A.	
09S015	LIST CHARACTERISTICS OF THE CIVILIZATIONS OF THE RIVER VALLEY DURING THE PERIOD BETWEEN 3500 TO 1500 B.C. 1A.	
09S020	LIST CHARACTERISTICS OF THE CIVILIZATIONS OF THE MIDDLE EAST DURING THE PERIOD BETWEEN 2000 TO 1200 B.C. 1A,B.	
09S025	LIST CHARACTERISTICS OF THE GREEK CIVILIZATION. 1B.	
09S030	LIST CHARACTERISTICS OF THE INDIAN CIVILIZATION DURING THE 500 B.C. PERIOD. 1C.	
09S035	LIST CHARACTERISTICS OF THE CHINESE CIVILIZATION DURING THE 500 B.C. PERIOD. 1C.	
09S040	LIST CHARACTERISTICS OF LIFE IN MEDIEVAL EUROPE. 2B.	
09S045	STATE EVIDENCE OF THE CHURCH'S INFLUENCE ON MEDIEVAL EUROPE. 2A.	
09S050	LIST WAYS THE CRUSADES AFFECTED EUROPE. 2B.	
09S055	LIST THE CHARACTERISTICS OF THE BYZANTINE AND ISLAMIC EMPIRES. 2C.	
09S060	LIST CHARACTERISTICS OF INDIA, CHINA AND JAPAN DURING THE MIDDLE AGES BY LISTING CHARACTERISTICS OF EACH. 1C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09S065	LIST CHANGES WHICH OCCURRED DURING THE RISE OF NATIONAL MONARCHIES AND THE DECLINE OF MEDIEVAL SOCIETY. 2B.	
09S070	LIST CHARACTERISTICS OF THE MONGOL EMPIRE. 1C.	
09S075	LIST CHARACTERISTICS OF THE RENAISSANCE AND REFORMATION. 2D.	
09S080	IDENTIFY THE MAJOR MOVEMENT IN EUROPEAN EXPANSION DURING THE PERIOD BETWEEN 1500-1850 A.D. 3A,D. 4A,C.	
09S085	LIST CHARACTERISTICS OF PRE-COLUMBIAN AMERICA. 3B.	
09S090	LIST THE IMPORTANT MONARCHIES DURING THE PERIOD BETWEEN 1500 AND 1800 A.D. 2B,D,H. 3D.	
09S095	LIST CHARACTERISTICS OF NON-EUROPEAN CULTURES DURING THE PERIOD BETWEEN 1500 AND 1800 A.D. (ISLAM, HINDU, RUSSIAN, CHINESE, AND JAPANESE). 2A. 3A, B,C. 4C,D,H,I.	
09S100	LIST CHARACTERISTICS OF THE IMPACT OF THE ENLIGHTENMENT. 2E.	
09S105	LIST SIGNIFICANT EVENTS, PARTICPANTS, AND EFFECTS OF THE DEVELOPMENT OF GOVERNMENTAL INSTITUTIONS IN ENGLAND, FRANCE, AND AMERICA. 2E,F,G,H,I.	
09S110	LIST CAUSES AND EFFECTS OF THE FOLLOWING REVOLUTIONS: AMERICAN, FRENCH, RUSSIAN, AND INDUSTRIAL. 2I. 3A. 5C,D,E,K,L,M.	
09S115	LIST SIGNIFICANT CAUSES OF AND DESCRIBE THE RESULTS OF IMPERIALISM. 2G.	
09S120	LIST CAUSES, PARTICIPANTS, AND EFFECTS OF WORLD WAR I. 2I. 4D,H. 5B,C,E,K, L,M.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
09S125	LIST CAUSES, PARTICIPANTS, AND EFFECTS OF WORLD WAR II. 5A,C,E,F,K,L,M. 2I. 5A,C,E,F,K,L,M.	
09S130	LIST CAUSES, PARTICIPANTS, AND EFFECTS OF THE CONFLICTS SINCE 1945. 5A,B,C. D,E,F,I,K,L,M.	
09S135	LIST SIGNIFICANT EVENTS AND/OR ISSUES IN THE STRUGGLE BETWEEN THE FREE AND COMMUNISTIC WORLD. 2F,G,H,I. 4G. 5C,D,K,L,M.	
09S140	LIST AND ANALYZE SELECTED CURRENT ISSUES AND PROBLEMS IN THE WORLD TODAY. 5D,G,H,I,J,L,M.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
11S005	LIST THE CHANGES IN THE NORTH AND SOUTH AFTER THE CIVIL WAR. 3C,D,E,F,G. 4A,B,C. 5A,B,C,D,E.	
11S010	STATE REASONS FOR THE PASSING OF THE FRONTIER. 2A,B,F,G. 3H. 4A,B,C,E.	
11S015	LIST NEW LANDS ACQUIRED BY AMERICA. 2C,D.	
11S020	LIST NEW INVENTIONS THAT CHANGED AMERICA AND THEIR IMPACT. 3B. 4G.	
11S025	LIST NATIONALITIES OF IMMIGRANTS WHO CAME TO AMERICA AND THEIR REASONS FOR IMMIGRATING. 4B,C,D,E,H.	
11S030	LIST REASONS THE RAILROADS WERE IMPORTANT TO AMERICA. 2A,G. 3B,D,F,H. 4E,G.	
11S035	STATE EXAMPLES OF HOW BIG BUSINESS HAS INFLUENCED AMERICA. 1A,B,G. 3A,B,C, D,E,F,G,H. 5E,F.	
11S040	DEFINE UNIONS AND THEIR FUNCTIONS. 3D,E.	
11S045	LIST CHANGES IN THE ROLE OF WOMEN IN AMERICAN SOCIETY. 4D,F. 5E.	
11S050	LIST THE NATIONS AND EVENTS OF WORLD WAR I. 3C.	
11S055	LIST THE REASONS FOR AND OUTCOMES OF WORLD WAR I. 3C,D,F.	
11S060	LIST THE EVENTS THAT LED TO WOMEN'S RIGHT TO VOTE. 4D. 5E.	
11S065	LIST CHARACTERISTICS OF THE CHANGES IN AMERICAN LIFE DURING THE 1920'S. 3B,C,D,G,H. 4C,F,G,H,D,F.	
11S070	LIST REASONS FOR AND EFFECTS OF THE RISE OF DICTATORS IN THE 1930'S. 3B.C.D.G.H. 4C,F,G,H,D,F.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
11S075	LIST SIGNIFICANT CAUSES AND RESULTS OF THE GREAT DEPRESSION. 2B. 3A,B,C,D, E,F,H. 4F,G. 5B,C,D,E,F.	
11S080	LIST CHANGES IN AMERICA FOLLOWING WORLD WAR II. 3C,D,F.	
11S085	LIST SIGNIFICANT EVENTS, CONDITIONS, AND PEOPLE AS THEY RELATE TO BLACK AMERICANS AND THE CIVIL RIGHTS MOVEMENT. 3C. 4A,C,D,E,F,H. 5A,E.	
11S090	STATE THE BACKGROUND HISTORY AND LIST THE SIGNIFICANT EVENTS OF THE VIETNAM WAR. 1A,B,C. 3C.	
11S095	LIST CHARACTERISTICS OF THE NEW FRONTIER AND GREAT SOCIETY ADMINISTRATIONS. 1A,C. 2C. 3B,C,D,F,H. 4C,D,F,G. 5C,D,E,F.	
11S100	LIST MAJOR EVENTS IN THE ADMINISTRATIONS OF NIXON, FORD, CARTER, AND REAGAN. 1A,C. 2. 3B,C,D,F,H. 4C,D,F,G. 5C,D,E,F.	
11S105	LIST SIGNIFICANT POPULATION CHANGES SINCE 1960. 2A,B,D,E,F,G. 4B,E.	
11S110	LIST SIGNIFICANT INNOVATIONS IN SCIENCE AND TECHNOLOGY SINCE 1960. 3B. 4G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES

U.S. GOVERNMENT

CODE	OBJECTIVE	SUGGESTED RESOURCES
12S070	STATE USES OF FEDERAL TAXES. 3C.	
12S075	IDENTIFY THE LOCATION OF THE CAPITOL OF THE U.S. AND LIST GOVERNMENTAL BUILDINGS SURROUNDING THE U.S. CAPITOL BUILDING.	
12S080	DEFINE VOCABULARY WORDS RELATED TO THE U.S. GOVERNMENT. 1F. 2A.	
12S085	LIST THE CONTENTS OF THE BILL OF RIGHTS AND STATE ITS PURPOSE. 1F. 2A, D. 4A.	
12S090	NAME POLITICAL PARTIES AND STATE THEIR FUNCTIONS. 1E. 4B,C.	
12S095	STATE THE RESPONSIBILITIES OF LOCAL AND STATE GOVERNMENTS. 1A,B. 3B. 4D.	
12S100	LIST SIGNIFICANT DIFFERENCES BETWEEN THE AMERICAN GOVERNMENTAL SYSTEM AND THAT OF GREAT BRITAIN AND THE U.S.S.R. 1A,B,C,D. 3D. 4D.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	T999	
12S005	LIST SIGNIFICANT EVENTS AND PARTICIPANTS IN THE DEVELOPMENT OF THE POLITICAL HERITAGE OF THE UNITED STATES. 1A,B,C,D. 4A.	
12S010	STATE REASONS WHY THERE ARE LAWS. 1A.	
12S015	LIST THE REASONS FOR WRITING AND THE AUTHORS OF THE DECLARATION OF INDEPENDENCE. 2A,B.	
12S020	LIST SIGNIFICANT EVENTS WHICH LED TO AND HISTORICAL FIGURES WHO PARTICIPATED IN THE FRAMING OF THE CONSTITUTION. 1A,B,F. 2A,B,D. 4D.	
12S025	LOCATE THE UNITED STATES, INCLUDING ALASKA AND HAWAII, ON A WORLD MAP.	
12S030	LIST VARIOUS COUNTRIES AND CULTURES REPRESENTED IN THE U.S. CITIZENRY. 4A.	
12S035	LIST THE FUNCTIONS OF THE THREE BRANCHES OF POWER IN U.S. GOVERNMENT. 1B.	
12S040	CONTRAST THE U.S. CONSTITUTION AND ITS ADMENDMENTS WITH OTHER FORMS OF GOVERNMENT. 1B. 2A, D. 4D.	
12S045	IDENTIFY AND DESCRIBE THE FUNCTIONS OF THE TWO HOUSES OF CONGRESS. 1B. 3B.	
12S050	LIST THE RESPONSIBILITIES OF THE PRESIDENT OF THE U.S. 2. 3B.	
12S055	LIST THE POSITIONS OF THE MEMBERS OF THE EXCUTIVE BRANCH, OTHER THAN THE PRESIDENT, AND STATE THE RESPONSIBILITIES OF EACH. 3B.	
12S060	NAME THE JUDICIAL BRANCH OF THE U.S. GOVERNMENT AND STATE THE FUNCTION OF THE JUDICIAL BRANCH WITHIN THE SYSTEM OF CHECKS AND BALANCES. 2C. 3B.	
12S065	USING APPROPRIATE VOCABULARY, DESCRIBE THE U.S. GOVERNMENT AS A GOVERNMENT OF CHECKS AND BALANCES.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ECONOMICS	
22S005	DEFINE THE TERM ECONOMICS.	
22S010	LIST IDENTIFYING CHARACTERISTICS OF THE BASIC KINDS OF ECONOMIC SYSTEMS. 1A,B,C,D,E,F,G.	
22S015	IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN CAPITALISM, SOCIALISM, AND COMMUNISM. 3A.	
22S020	LIST EFFECTS OF SCARCITY. 1B,D.	
22S025	STATE EXAMPLES OF CIRCULAR FLOW AND EXCHANGE. 1C.	
22S030	STATE THE ROLE OF BUSINESS IN THE AMERICAN FREE ENTERPRISE SYSTEM. 1D,E,F, H,I.	
22S035	IDENTIFY WAYS LABOR, LABOR UNIONS, AND INDIVIDUAL WORKERS AFFECT THE AMERICAN FREE ENTERPRISE SYSTEM. 1G,H,I. 4C,D,E.	
22S040	IDENTIFY THE ROLE OF VARIOUS BANKS, INCLUDING THE FEDERAL RESERVE, WORLD FINANCE AND FOREIGN EXCHANGE SYSTEMS, IN THE AMERICAN FREE ENTERPRISE SYSTEM. 1C,D,H. 2A,B,C,D,E. 3B. 4C,D.	
22S045	STATE THE ROLE OF THE GOVERNMENT IN THE AMERICAN FREE ENTERPRISE SYSTEM. 2A,B,C,D,E. 4A,B,E.	
22S050	IDENTIFY THE RIGHTS AND RESPONSIBILITIES OF THE CONSUMER IN THE AMERICAN FREE ENTERPRISE SYSTEM. 1G. 4A,B,C,D,E.	
22S055	LIST THE RESPONSIBILITIES OF THE CONSUMER AS A TAXPAYER IN THE AMERICAN FREE ENTERPRISE SYSTEM. 4A,E.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
22S005	DEFINE THE TERM ECONOMICS.	
22S010	LIST IDENTIFYING CHARACTERISTICS OF THE BASIC KINDS OF ECONOMIC SYSTEMS. 1A,B,C,D,E,F,G.	
22S015	IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN CAPITALISM, SOCIALISM, AND COMMUNISM. 3A.	
22S020	LIST EFFECTS OF SCARITY. 1B,D.	
22S025	STATE EXAMPLES OF CIRCULAR FLOW AND EXCHANGE. 1C.	
22S030	STATE THE ROLE OF BUSINESS IN THE AMERICAN FREE ENTERPRISE SYSTEM. 1D,E,F, H,I.	
22S035	IDENTIFY WAYS LABOR, LABOR UNIONS, AND INDIVIDUAL WORKERS AFFECT THE AMERICAN FREE ENTERPRISE SYSTEM. 1G,H,I. 4C,D,E.	
22S040	IDENTIFY THE ROLE OF VARIOUS BANKS, INCLUDING THE FEDERAL RESERVE, WORLD FINANCE AND FOREIGN EXCHANGE SYSTEMS, IN THE AMERICAN FREE ENTERPRISE SYSTEM. 1C,D,H. 2A,B,C,D,E. 3B. 4C,D.	
22S045	STATE THE ROLE OF THE GOVERNMENT IN THE AMERICAN FREE ENTERPRISE SYSTEM. 2A,B,C,D,E. 4A,B,E.	
22S050	IDENTIFY THE RIGHTS AND RESPONSIBILITIES OF THE CONSUMER IN THE AMERICAN FREE ENTERPRISE SYSTEM. 1G. 4A,B,C,D,E.	
22S055	LIST THE RESPONSIBILITIES OF THE CONSUMER AS A TAXPAYER IN THE AMERICAN FREE ENTERPRISE SYSTEM. 4A,E.	

TITLE NOT AVAILABLE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
19S005	DEFINE THE CONCEPT OF GEOGRAPHY AND BASIC GEOGRAPHIC TERMS. 1A,B,C.	
19S010	LIST WAYS THE EARTH'S ORBITS ARE RELATED TO THE EARTH'S SEASONS. 3F,I.	
19S015	LIST WAYS THE EARTH'S REVOLUTIONS ARE RELATED TO THE EARTH'S TIME ZONES. 3F,I.	
19S020	LIST CHARACTERISTICS OF MAJOR EARTH TOPOGRAPHIES: OCEANS, CONTINENTS, MOUNTAINS, ISLANDS, PENINSULAS, RIVERS, DELTAS, PLATEAUS, BUTTES, VALLEYS. 2A,B,C,D,E.	
19S025	USING LONGITUDE AND LATITUDE, LOCATE A SPECIFIC SITE ON THE GLOBE. 2A,D,E.	
19S030	LOCATE ARCTIC, TEMPERATE, AND TROPIC ZONES ON THE GLOBE. 2A,E.	
19S035	NAME AND LOCATE THE CONTINENTS. 2A,E.	
19S036	NAME AND LOCATE THE OCEANS. 2A,D,E.	
19S040	STATE THE RELATIONSHIP OF PHYSICAL AND BIOLOGICAL ENVIRONMENTS. 1A. 2D,E. 3B,C,E,F,G,H,I,J. 4A,E.	
19S045	STATE THE RELATIONSHIP OF ECONOMIC ACTIVITIES TO ENVIRONMENT. 2D,E. 3B,C,D,E,G,H,I. 4A,B,C,D,E.	
19S050	LIST CHANGES, GROWTH, AND PATTERNS OF POPULATION. 3C,D,E. 4A,B,C,D,E.	
19S055	NAME AND LOCATE MAJOR WORLD CITIES. 4A.	
19S060	LOCATE THE CONCENTRATIONS OF NATURAL RESOURCES. 2D. 3G,H,J.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	TITLE NOT AVAILABLE	
19S065	LOCATE THE WORLD CONCENTRATIONS OF POPULATIONS. 2E. 3B,C,D,E,G,I. 4A,C,D,E.	
19S070	LOCATE NATURAL AND POLITICAL BOUNDARIES AND LINKAGES. 1A. 2A,D,E.	
19S075	LIST SIGNIFICANT OBSERVATIONS OF THE PROCESSES OF ENCULTURATION. 3A,B,C,D, E,G,I,J.	
19S080	LIST CHARACTERISTICS OF THE REGIONS OF NORTH AMERICA. 2A,B,C,E. 3A,H.	
19S085	LIST CHARACTERISTICS OF THE GEOGRAPHY AND HISTORY OF LATIN AMERICAN COUNTRIES. 2A,B,C,E. 3A,H.	
19S090	LIST CHARACTERISTICS OF THE GEOGRAPHY AND HISTORY OF WESTERN AND NORTHERN EUROPE. 2A,B,C,E. 3A,H.	
19S095	LIST CHARACTERISTICS OF THE GEOGRAPHY AND HISTORY OF EASTERN AND SOUTHERN EUROPE. 2A,B,C,E. 3A,H.	
19S100	LIST CHARACTERISTICS OF THE GEOGRAPHY AND PEOPLE OF THE U.S.S.R. 2A,B,C, E. 3A,E,H. 4D.	
19S105	LIST CHARACTERISTICS OF THE GEOGRAPHY AND HISTORY OF MAJOR ASIAN REGIONS. 2A,B,C,E. 3A,H.	
19S110	LIST CHARACTERISTICS OF THE GEOGRAPHY AND HISTORY OF SUB-SAHARAN AFRICA. 2A,B,C,E. 3A,H.	
19S115	LIST CHARACTERISTICS OF THE LAND AND PEOPLES OF THE MIDDLE EAST. 2A,B,C,E. 3A,E,H. 4D.	
19S120	LIST CHARACTERISTICS OF THE OCEANIC HABITAT OF THE SOUTH PACIFIC. 2A,D,E. 3B,C,J.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	BASIC MATHEMATICS SKILLS	
12B005	REFINE SKILLS AND DEVELOP SPEED IN PERFORMING CALCULATIONS. 1A.	
12B010	DEVELOP LOGICAL APPROACHES TO SOLVING BUSINESS PROBLEMS. 1B.	
12B015	SOLVE BUSINESS-RELATED METRIC PROBLEMS. 1C.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	PERSONAL BUSINESS PROBLEMS	
12B020	MAKE PRICE COMPARISONS. 2A.	
12B025	DETERMINE THE COST OF BORROWING. 2B.	
12B030	COMPARE INTEREST COSTS OF DIFFERENT LENDING AGREEMENTS. 2C.	
12B035	COMPUTE TRAVEL EXPENSES, INCLUDING COST OF OPERATING AN AUTOMOBILE. 2D.	
12B040	DIFFERENTIATE BETWEEN SIMPLE AND COMPOUND INTEREST ON SAVINGS. 2E.	
12B045	CALCULATE RATE OF INCOME ON BONDS. 2F.	
12B050	COMPUTE THE COST OF PURCHASING STOCKS. 2G.	
12B055	USE AN AMORTIZATION TABLE FOR DETERMINING MONTHLY PAYMENTS. 2H.	
12B060	FIGURE PROPERTY TAX RATE. 2I.	
12B065	FIGURE INCOME TAX WHEN ITEMIZING DEDUCTIONS. 2J.	

BUSINESS RELATED PROBLEMS

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
12B070	PRICE MERCHANDISE BASED ON BOTH COST PRICE AND SELLING PRICE. 3A.	
12B075	CALCULATE PAYROLLS. 3B.	
12B080	DETERMINE COST OF PRODUCTION. 3C.	
12B085	CALCULATE COST OF GOODS SOLD. 3D.	
12B090	COMPUTE SALES COMMISSIONS AND SELLING COST PERCENTAGES. 3E.	
12B095	CALCULATE DEPRECIATION EXPENSE. 3F.	
12B100	CONSTRUCT GRAPHS, CHARTS, AND TABLES DEPICTING THE RESULTS OF BUSINESS OPERATIONS. 3G.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	COMPUTER APPLICATIONS	
12B105	DEVELOP FLOWCHARTS FOR SOLVING DIFFERENT TYPES OF DATA PROCESSING PROBLEMS. 4A.	
12B110	INTERPRET COMPUTER PRINTOUTS. 4B.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	ELECTRONIC INFORMATION PROCESS	
12B115	IDENTIFY AND DESCRIBE CURRENT ELECTRONIC METHODS OF TRANSFERRING FUNDS AND ACCESSING INFORMATION AS RELATED TO COURSE CONTENT. 5.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VAC	
VAC001	IDENTIFY AND EXPLAIN HIS RIGHTS AND RESPONSIBILITIES OF BEING A CONSUMER.	
VAC002	DESCRIBE HOW OUR ECONOMIC SYSTEM FUNCTIONS AND KNOW THE RIGHTS AND RESPONSIBILITIES OF BEING A CONSUMER.	
VAC003	DEMONSTRATE KNOWLEDGE OF THE SKILLS NECESSARY TO PLAN NUTRITIONAL AND ECONOMICAL MEALS FOR A SINGLE ADULT OR FAMILY.	
VAC004	DEMONSTRATE THE SKILLS NECESSARY FOR GOOD GROOMING; SELECTION, PURCHASING AND CARE OF CLOTHING.	
VAC005	UNDERSTAND VARIOUS SKILLS AND CONCEPTS THAT RELATE TO HOUSING NEEDS.	
VAC006	UNDERSTAND THE CONCEPT OF GROWTH AND DEVELOPMENT TOWARDS ADULTHOOD AND PARENTHOOD.	
VAC007	SHOW COMPETENCE IN CALCULATIONS INVOLVING PERSONAL INCOME AND BENEFITS.	
VAC008	DEMONSTRATE KNOWLEDGE OF THE CONCEPTS AND SKILLS INVOLVED IN BANKING, SAVING, AND BORROWING.	
VAC009	IDENTIFY THE VARIOUS TYPES OF INSURANCE THAT ARE AVAILABLE, AND EVALUATE OWN INSURANCE NEEDS.	
VAC010	DETERMINE AND COMPARE COSTS OF VARIOUS TRANSPORTATION OPTIONS.	
VAC011	USE INFORMATION STUDIED REGARDING COSTS OF PERSONAL NEEDS TO MAKE A BUDGET FOR ONE MONTH.	
VAC012	USE A CALCULATOR TO PERFORM GENERAL MATHEMATICAL CALCULATIONS THAT ARE NECESSARY TO A NUMBER OF CAREERS.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VAC	
VAC013	DEMONSTRATE THE USE OF VARIOUS SOURCES TO LOCATE AVAILABLE JOBS.	
VAC014	DEMONSTRATE THE SKILLS NECESSARY FOR APPLYING FOR A JOB.	
VAC015	IDENTIFY AND DEMONSTRATE KNOWLEDGE OF PROPER JOB INTERVIEW TECHNIQUES.	
VAC016	IDENTIFY BEHAVIORS ESSENTIAL FOR SUCCESS ON THE JOB.	
VAC017	DEMONSTRATE THE SKILLS REQUIRED IN THE WORK WORLD TO GET ALONG WITH THE EMPLOYER.	
VAC018	DESCRIBE METHODS FOR GETTING ALONG WITH CO-WORKERS.	
VAC019	IDENTIFY BASIC SAFETY MEASURES NEEDED ON THE JOB.	
VAC020	DISCUSS DIFFERENT TYPES OF IDENTITIES CONCERNING PEOPLE IN THE WORK WORLD.	
VAC021	RECOGNIZE AND DISCUSS PERSONAL CHARACTERISTICS.	
VAC022	IDENTIFY AND SHOW COMPETENCE IN SKILLS NECESSARY FOR LIVING ON YOUR OWN.	
VAC023	DEVELOP A KNOWLEDGE OF A BROAD RANGE OF CAREER OPTIONS.	
VAC024	FORMULATE SKILLS NECESSARY FOR MANAGING MONEY.	
VAC025	DEMONSTRATE THE ABILITY TO COMPARE WAGES AND INCOME TAX.	
VAC026	RECOGNIZE AND ANALYZE PROBLEMS THAT MAY AFFECT YOUR JOB.	
VAC027	DESCRIBE PROPER EVERYDAY SAFETY PROCEDURES.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	VAC	
VAC028	IDENTIFY AND DISCUSS PUBLIC SERVICES AVAILABLE.	
VAC029	FOLLOW WRITTEN AND ORAL INSTRUCTIONS TO COMPLETE A JOB TASK.	
VAC030	BE PUNCTUAL AND DEPENDABLE IN ATTENDANCE.	
VAC031	FOLLOW RULES, STANDARDS, AND POLICIES OF THE WORK PLACE.	
VAC032	WORK COOPERATIVELY WITH OTHERS.	
VAC033	FOLLOW JOB SAFETY PRECAUTIONS.	
VAC034	COMPLETE JOB TASKS.	
VAC035	DRESS APPROPRIATELY FOR THE WORK PLACE.	
VAC036	WORK INDEPENDENTLY AFTER THE INITIAL TRAINING PERIOD.	
VAC037	ACCEPT CRITICISM AND UTILIZE THE EMPLOYER'S EVALUATION REPORT TO IDENTIFY AND IMPROVE WEAK AREAS OF JOB PERFORMANCE.	
VAC038	CONTROL TALKING.	
VAC039	EXHIBIT WORK HABITS THAT INCREASE PRODUCTIVITY.	
VAC040	DEMONSTRATE KNOWLEDGE OF THE EMPLOYER'S EXPECTANCIES.	

MAINTENANCE

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
MNT001	COMPLETE ASSIGNMENTS IN ENGLISH LANGUAGE ARTS.	
MNT002	COMPLETE ASSIGNMENTS IN MATHEMATICS.	
MNT003	COMPLETE ASSIGNMENTS IN FOM 1B.	
MNT004	COMPLETE ASSIGNMENTS IN CONSUMER MATH.	
MNT005	COMPLETE ASSIGNMENTS IN PRE-ALGEBRA.	
MNT006	COMPLETE ASSIGNMENTS IN INFORMAL GEOMETRY.	
MNT007	COMPLETE ASSIGNMENTS IN MATH OF CONSUMER ECONOMICS.	
MNT008	COMPLETE ASSIGNMENTS IN SCIENCE.	
MNT009	COMPLETE ASSIGNMENTS IN SCIENCE 6.	
MNT010	COMPLETE ASSIGNMENTS IN LIFE SCIENCE.	
MNT011	COMPLETE ASSIGNMENTS IN EARTH SCIENCE.	
MNT012	COMPLETE ASSIGNMENTS IN PHYSICAL SCIENCE.	
MNT013	COMPLETE ASSIGNMENTS IN INTRODUCTION TO BIOLOGY.	
MNT014	COMPLETE ASSIGNMENTS IN BIOLOGY.	
MNT015	COMPLETE ASSIGNMENTS IN HEALTH.	
MNT016	COMPLETE ASSIGNMENTS IN PHYSICAL EDUCATION.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES

MAINTENANCE

CODE	OBJECTIVE	SUGGESTED RESOURCES
MNT017	COMPLETE ASSIGNMENTS IN FINE ARTS.	
MNT018	COMPLETE ASSIGNMENTS IN PRELIMINARY ART I.	
MNT019	COMPLETE ASSIGNMENTS IN PRELIMINARY ART II.	
MNT020	COMPLETE ASSIGNMENTS IN SOCIAL STUDIES.	
MNT021	COMPLETE ASSIGNMENTS IN AMERICAN HISTORY I/CITIZENSHIP.	
MNT022	COMPLETE ASSIGNMENTS IN TEXAS HISTORY/GEOGRAPHY.	
MNT023	COMPLETE ASSIGNMENTS IN AMERICAN HISTORY I/CITIZENSHIP.	
MNT024	COMPLETE ASSIGNMENTS IN WORLD GEOGRAPHY.	
MNT025	COMPLETE ASSIGNMENTS WORLD HISTORY.	
MNT026	COMPLETE ASSIGNMENTS IN UNITED STATES HISTORY II.	
MNT027	COMPLETE ASSIGNMENTS IN UNITED STATES GOVERNMENT.	
MNT028	COMPLETE ASSIGNMENTS IN ECONOMICS/FREE ENTERPRISE.	
MNT029	COMPLETE ASSIGNMENTS IN BUSINESS MATHEMATICS.	
MNT030	COMPLETE ASSIGNMENTS IN RECORDKEEPING.	
MNT031	COMPLETE ASSIGNMENTS IN HOME AND FAMILY LIVING.	
MNT032	COMPLETE ASSIGNMENTS IN CHILD DEVELOPMENT.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	MAINTENANCE	
MNT033	COMPLETE ASSIGNMENTS IN CONSUMER EDUCATION.	
MNT034	COMPLETE ASSIGNMENTS IN FAMILY/INDIVIDUAL HEALTH.	

CODE	OBJECTIVE GIVEN APPROPRIATE INSTRUCTIONS, THE STUDENT WILL:	SUGGESTED RESOURCES
	CONTENT MASTERY	
CM0001	PARTICIPATE IN MAINSTREAM ACTIVITIES IN THE REGULAR CLASSROOM LESSONS AS PRESENTED BY ASSIGNED TEACHER.	
CM0002	SUCCESSFULLY COMPLETE MAINSTREAM CLASSROOM ASSIGNMENTS.	
CM0003	SUCCESSFULLY DEMONSTRATE MASTERY OF SUBJECT MATTER THROUGH APPROPRIATE METHODS OF EVALUATIONS AS USED IN REGULAR MAINSTREAM CLASSROOMS.	
CM0004	SUCCESSFULLY DEMONSTRATE INDEPENDENT STUDY SKILLS.	

Early Childhood Essential Elements

(I) Cognition - (1) Thinking Skills

(A) Learns about people, places, space, and events

- (i) Predicts order in everyday happenings
- (ii) Explores environment
- (iii) Recognizes and responds to familiar voices, faces and surroundings
- (iv) Is aware of self
- (v) Manipulates objects in space
- (vi) Understands positional concepts (on, off, up, down)
- (vii) Determines size of objects
- (viii) Determines geometric characteristics
- (ix) Is aware of self and family relationships
- (x) Is aware of community
- (xi) Understands positional concepts
- (xii) Locates specific objects in a group of objects
- (xiii) Determines relationships between objects without regard to shape and size (topological)

(B) Learns that groups and/or objects can be combined and separated to create new groups

- (i) Looks for and locates familiar objects
- (ii) Understands quantative concepts
- (iii) Matches objects and symbols
- (iv) Associates what goes together
- (v) Classifies objects and sorts objects by one or more characteristics

(C) Learns that the environment can be observed, manipulated, and tested, (by doing, comparing, contrasting, sequencing, concluding, and testing)

- (i) Observes environment through the five senses
- (ii) Compares and contrasts objects through simple exploration
- (iii) Expresses verbally likenesses and differences among elements in the environment
- (iv) Seriates (place objects in order) according to size
- (v) Builds simple ideas by comparing, contrasting, and/or sequencing objects in the environment
- (vi) Organizes specific comparisons/contrasts or sequences
- (vii) Acts on a conclusion or concept once formulated
- (viii) Expresses the order of events verbally

(I) Cognition - (2) Perception

(A) Auditory

- (i) Alerts to a wide range of auditory stimulation
- (ii) Changes body movements in response to sound
- (iii) Responds to sound through vocal expression
- (iv) Imitates sounds
- (v) Shows recognition of specific sounds
- (vi) Expresses needs through production of sound
- (vii) Responds to verbal directions through body movement
- (viii) Forms sounds into words

(B) Visual

- (i) Tracks moving objects
- (ii) Focuses on specific objects
- (iii) Recognizes familiar objects
- (iv) Monitors reaching visually
- (v) Explores details of objects visually
- (vi) Demonstrates signs of visual memory
- (vii) Differentiates objects within the environment
- (viii) Organizes visually spacial relationships in the environment
- (ix) Develops visual representations

(c) Tactile

- (i) Responds to touch of others
- (ii) Places objects in mouth
- (iii) Explores body parts
- (iv) Makes choices among texture and temperature alternatives
- (v) Seeks out tactile experiences
- (vi) Engages in simple play with objects

(D) Kinesthetic

- (i) Engages in intentional body movement
- (ii) Engages in graphic expression
- (iii) Produces specific motor functions

Cognition - Thinking Skills (Cont.)

(D) Learns about time

- (i) Adjusts to basic family routines
- (ii) Begins to delay gratification (child knows rewards will come later)
- (iii) Differentiates between simple time relationships
- (iv) Differentiates between time-sequence relationships
- (v) Recognizes time-motion relationships
- (vi) Verbalizes experiences
- (vii) Answers question about units of time

(E) Learns the concept of quantity

- (i) Understands simple quantitative concepts
- (ii) Understands simple volume and weight concepts
- (iii) Understands the concept of counting
- (iv) Understands the concept of number
- (v) Recognizes numerals
- (vi) Understands math readiness vocabulary

(F) Learns the difference between real and seeming change

- (i) Adjusts to short term separation from parent
- (ii) Understands that there is a difference between fantasy and reality
- (iii) Trusts own perceptions (acts on what he/she sees, hears, feels)

(G) Learns to reason using cause and effect relationships

- (i) Understands "if then" and "because" situations
- (ii) Responds verbally to "why" questions ("Why do we have...")
- (iii) Responds verbally to what to do in different situation questions (What do you do if your house is on fire?)
- (iv) Predicts what happens next
- (v) Uses learned cause and effect relationships in creative activities

(II) Communication - (1) Receptive Language

(A) Learns to recognize and distinguish familiar sounds and voices

- (i) Alerts to wide range of auditory stimulation
- (ii) Recognizes and matches familiar and similar sounds

(B) Learns the meaning of object, action, descriptive and position words

- (i) Comprehends one word utterances
- (ii) Points to common objects when named
- (iii) Comprehends phrases
- (iv) Comprehends descriptive words
- (v) Comprehends plurals
- (vi) Points to common object described by its use or position

(C) Learns to understand commands and questions

- (i) Imitates motor movement when stimulated (peek-a-boo, pat-a-cake)
- (ii) Follows simple verbal direction accompanied by gesture or physical cue (give me your hand)
- (iii) Responds to simple questions with nonverbal bodily responses
- (iv) Follows three different simple one-step directions with gestures from adult
- (v) Comprehends personal pronouns
- (vi) Carries out two-step commands with questions
- (vii) Carries out series of three step directions in correct sequence

(D) Learns to listen to stories and poems

- (i) Sits quietly and listens to short story
- (ii) Attends to stories or poems for five minutes
- (iii) Demonstrates enjoyment through facial expression and body language

(II) Communication - Expressive Language

(A) Learns to use and imitate gestures both manual and facial

- (i) Alerts to wide range of gestural stimulation
- (ii) Combines words and gestures

(B) Learns to reproduce speech sounds

- (i) Imitates sounds and voice intonation patterns
- (ii) Combines speech sounds
- (iii) Repeat sounds
- (iv) Understands meaning of voice inflection

(C) Learns the names, descriptions, and positions of objects

- (i) Names objects
- (ii) Describes and locates objects through verbal expression

(D) Learns to participate in a conversation by talking, asking and answering questions

- (i) Uses meaningful words in conversation
- (ii) Uses voice inflection
- (iii) Asks and answers questions
- (iv) Carries on conversation with adult or child

(E) Learns to talk about events as they are happening

- (i) Makes requests known
- (ii) Forms simple sentences
- (iii) Uses complex sentences
- (iv) Relates two events in order of occurance

(F) Learns to respond to books and poems read aloud

- (i) Attends to stories and poems
- (ii) Responds to questions about stories and poems appropriately

(G) Learns that anything that can be spoken can be written

- (i) Requests adult to write his/her words
- (ii) Asks meaning of labels, signs, words
- (iii) Recognizes words in print

(III) Motor - (1) Gross Motor

(A) Learns to use large muscle groups

- (i) Rolls from back to stomach independently
- (ii) Sits without support
- (iii) Creeps forward
- (iv) Crawls on hands and knees
- (v) Stands alone well
- (vi) Walks independently
- (vii) Runs without falling
- (viii) Jumps in place on both feet
- (ix) Jumps forward
- (x) Demonstrates forward somersault
- (xi) Walks on balance beam

(B) Learns to move in relation to objects

- (i) Handles a rolled ball
- (ii) Kicks a large ball
- (iii) Throws ball
- (iv) Bounces ball
- (v) Throws ball into box
- (vi) Catches a large ball
- (vii) Runs obstacle course with at least two turns

(C) Learns to pattern movements so that repeated patterns become smooth

- (i) Crawls on hands and knees
- (ii) Walks up and down stairs
- (iii) Walks up stairs alternating feet
- (iv) Skips alternating feet
- (v) Jumps rope

(D) Learns to coordinate body parts to create a movement

- (i) Pedals a tricycle
- (ii) Swings freely
- (iii) Balances on either foot
- (iv) Skips alternating feet

(E) Learns to maintain rhythms by moving the body

- (i) Moves parts of body individually in rhythm to music
- (ii) Participates in musical games

III Motor - (2) Fine Motor

(A) Learns to use other small muscle groups, such as those in the eyes and mouth

(i) Follows with eyes to midline
(ii) Tracks visually past midline
(iii) Looks at distant objects
(iv) Forms position of mouth to produce sounds

(B) Learns to use specific hand movements such as grasping, releasing and manipulating, and learning ease and dexterity in those movements.

(i) Moves arms symmetrically
(ii) Uses Palmar grasp
(iii) Uses Pincer grasp (thumb and index finger)
(iv) Stacks blocks
(v) Strings beads
(vi) Displays dexterity in hand movements
(vii) Shows hand preference

(c) Learns to use the eyes and hands together

(i) Grasps and releases objects
(ii) Takes out and places objects in/on a container
(iii) Points and traces with index finger
(iv) Holds with one hand and operates with the other
(v) Completes puzzles and pegboard designs
(vi) Manipulates scissors
(vii) Draws and reproduces recognizable figures
(viii) Develops beginning handwriting skills

IV Self-Help - Health, Safety, and Self-Management

(A) Learns to be responsible for personal hygiene (Health)

- (i) Develops personal preference to be clean
- (ii) Participates in daily activities related to personal cleanliness and health care
- (iii) Accepts responsibility for toileting

(B) Learns to manage dressing and undressing (Health)

- (i) Acquires skills common to putting on and removing articles of clothing
- (ii) Demonstrates skills of fastening and unfastening articles of clothing
- (iii) Participates in care of clothing

(C) Learns to eat appropriately and independently (Health)

- (i) Develops eating and drinking skills
- (ii) Develops and performs appropriate eating habits and skills

(D) Learns to do simple classroom chores (Social Studies)

- (i) Uses simple cleaning utensils for schoolroom care
- (ii) Practices simple housekeeping skills to keep personal work area clean
- (iii) Demonstrates self-management within group settings

(E) Learns to do simple home chores (Social Studies)

- (i) Uses simple cleaning utensils for care of the environment
- (ii) Practices simple housekeeping skills to keep personal home and classroom area clean

(V) Social/Emotional

(A) Learns social skills and appropriate group behavior

- (i) Responds to familiar persons and objects
- (ii) Demonstrates self-awareness and acceptance
- (iii) Interacts with others
- (iv) Demonstrates positive social behavior

(B) Learns about body parts and what they do

- (i) Participates in hand and body activities or games
- (ii) Identifies large and small body parts
- (iii) Performs intentional body movements

(C) Learns to recognize emotional states in self and others

- (i) Distinguishes between expressions of anger, joy, sadness, surprise, jealousy
- (ii) Expresses emotions using appropriate behavior and/or words

(D) Learns to use the imagination

- (i) Participates in activities imitating familiar incidents
- (ii) Relates personal experience

(E) Learns to work independently

- (i) Recognizes the need to follow directions
- (ii) Recognizes the need to be independent from familiar persons and situations
- (iii) Makes simple decisions and choices

(F) Learns about the family

- (i) Understands the need for rules in the home
- (ii) Develops a feeling of security within the family unit
- (iii) Understands the differences between sexes
- (iv) Completes simple household chores

(G) Learns about the community

- (i) Understands the need for rules for the community
- (ii) Recognizes the need for safety
- (iii) Identifies occupations of people in the community

(VI) Creative Expression

(1) Art

(A) Engages in graphic expression (Kinesthetic stage)

- (i) Begins to explore the different art media for their tactile value
- (ii) Begins to choose art materials for intentional kinesthetic expression (begins to experiment with symbolization)
- (iii) Willing to use a variety of art media
- (iv) Recognizes ability to use the product of art media as symbols

(B) Displays inventive and imaginative expression through art materials

- (i) Uses art media for representation
- (ii) Organizes creative product with reference to self
- (iii) Represents familiar objects through creative expression

(C) Displays aesthetic growth through visual discrimination and judgment

- (i) Uses color and spacial relationships in graphic representation

(2) Drama

(A) Engages in creative and imaginative drama

- (i) Engages in progressively complex types of play
- (ii) Participates in organized dramatic play

(3) Music

(A) Develops ability to appreciate and respond to music

- (i) Responds to music by listening
- (ii) Is able to create own music
- (iii) Is able to move body in time to music
- (iv) Produces music with voice

Elementary
Reading
Reading Readiness

OBJECTIVE NUMBER	SKILL STATEMENT	CAN DO	NEEDS TRAINING
ELR002	Discriminate auditory likeness/difference	___	___
ELR005	Supply rhyming words	___	___
ELR006	Identify likeness in initial sounds	___	___
ELR010	Count by rote to 20	___	___
ELR011	Follow a 4-step instruction	___	___
ELR012	Identify name from a field of others	___	___
ELR014	Discriminate same/different words, oral	___	___
ELR086	Name 7 colors	___	___
ELR092	Sort objects/pictures into categories	___	___
ELR098	Classify objects by shape	___	___
ELR102	Count objects to 10	___	___
ELR104	Respond to directional prepositions	___	___
ELR106	Copy a circle	___	___
ELR122	Draw stick figures	___	___
ELR126	Write name in manuscript	___	___
ELR128	Discriminate same/different patterns	___	___
ELR032	Read lower case letters, random order	___	___
ELR036	Write lower case letters, random order	___	___
ELR072	Name body parts	___	___
ELR082	Use 6-word sentences	___	___
ELR084	State personal information	___	___
ELR017	Recite the alphabet	___	___
ELR019	Classify pictures/words by category	___	___
ELR027	Answer factual questions about a story	___	___

OBJECTIVE NUMBER	SKILL STATEMENT	CAN DO	NEEDS TRAINING
ELR136	Throw a 8-10 inch diameter ball	___	___
ELR140	Imitate a given movement	___	___
ELR148	Point to body parts	___	___
ELR150	Assemble a five-piece puzzle	___	___
ELR156	Make a circular stroke	___	___
ELR158	Describe objects as soft/hard	___	___
ELR166	State complete name and age	___	___
ELR170	Tell a story about a picture	___	___
ELR174	Point to colors red, blue, green; upon request	___	___

OBJECTIVE NUMBER	SKILL STATEMENT	CAN DO	NEEDS TRAINING
ELR184	Bounce a 8-10 inch ball	___	___
ELR188	Cut out a picture with scissors	___	___
ELR194	Sort objects by color	___	___
ELR198	State the color of objects	___	___
ELR200	Match letters by recognition	___	___
ELR202	Match words by configuration	___	___
ELR214	Follow a one-step oral direction	___	___
ELR228	Express personal needs	___	___
ELR234	Place three objects in order	___	___
ELR240	Recognize name in print	___	___

Elementary
Reading
First Grade

COMPETENCY TEST

READING (If in doubt about skill being tested, please read the objective).

ELR244 1. Name and copy the following letters:

A g M n S w b D

____

____

____

ELR248 2. Match the color with the color name. (Use sets of color cards and word cards).

can____________________ cannot____________________

ELR254 3. Mark the one that is different.

The boy saw the cat.

The boy saw the cat.

The boy was the cat.

The boy saw the cat.

COMPETENCY TEST

ELR262 4. Tell which words rhyme in each group.

a. ride hide rid

b. lick look pick

c. boy toy toad

d. mat cat can

e. pan pat fan

f. pig pet get

g. ran run sun

ELR278
ELR280 5. Cicle the word you hear.

a. ham bird (h, m)

b. house car (r)

c. cat big (b, g)

d. at mat (m, t)

e. sat was (w)

COMPETENCY TEST

ELR286 6. Read these sentences aloud. (Check for words student may not know).

a. She said to jump over that wall.

b. We can see you.

c. He is at the zoo.

d. We are not in the house.

e. She is little.

ELR288 7. Choose the picture that illustrates the main idea.

(Show a picture of several animals; a picture of just a horse; a picture of just a cow).

Helpful Animals

Many animals are helpful to man.
Cows give milk and meat.
Chickens give us eggs and meat.
Birds and bats eat harmful bugs.
Dogs help keep our homes safe by barking at strangers.
Many othe animals help us in other ways.

COMPETENCY TEST

ELR298 8. Read aloud.

The little boy sat on the bed. The bed fell down. The little boy said, "oh, no!"

9. Circle all words for animals. (The child is to read the direction and follow it with no help).

cow
girl
boy
bird
baby
cat
horse
dog

COMPETENCY TEST

READING (If in doubt about skill being tested, please read the objective).

ELR308
ELR310

1. Circle the word I say.

a.	crab	crack	cried	(b)
b.	flew	fluff	float	(ff)
c.	where	were	watch	(wh)
d.	purple	person	prize	(pr)
e.	grass	glass	brass	(gl)
f.	sweep	seep	steep	(sw)
g.	strait	stand	story	(str)
h.	spent	spend	sped	(nd)
i.	gold	bowl	girl	(ld)
j.	scarves	sore	second	(sc)

COMPETENCY TEST

ELR312 2. Read these groups of word. Some are nonsense words.

(Listen for the vowel sound. You may help with consonant sounds).

bad red dip dop bud

dap bev bit sot sum

ham set him cop lun

ELR314
ELR316
ELR318
ELR320
ELR322
ELR324

3. Read these words. (Listen for long vowel sounds).

make pale tune cube home pole

trail train cried dried beep sweet

go so row slow coat bloat

host ghost bold fold file shy

cry light fight wild child kind

find day shay beach mean

COMPETENCY TEST

ELR330 4. Read these contractions and tell what two words they stand for.

hasn't can't didn't hadn't

aren't weren't won't isn't

haven't don't

ELR334 5. Read these sentences.

a. Father came home from work.

b. Would you give me the ball?

c. Children play and work at school.

d. The pretty birds are my pets.

e. Drink the cold milk.

f. There is a green tree on my street.

COMPETENCY TEST

ELR342 6. (Read the story aloud to the child and ask the questions following the story).

John was a little boy.

John had black hair.

When John was six years old, he moved to a new town.

He made many new friends.

John liked his new home.

a. Who was John?

____

b. What color of hair did John have?

____

c. When did John move?

____

d. Where did John move?

____

e. Why did John like his new home?

____

COMPETENCY TEST

ELR326 7. Write the following in alphabetical order:

a. eye find dog game

____

____

____

____

b. apply horse car jar

____

____

____

____

Elementary
Reading
Third Grade

COMPETENCY TEST

READING (If in doubt about the skill being tested, please read objective).

ELR370
ELR372
ELR374
ELR376
ELR378
ELR380

1. Read the following words:

head dead car bar flew chew

her herd fur turn girl whirl

boy coy good wool tool room

oil soil grown show shout noun

Dr. Mr. Mrs. Fri. Wed. Thur.

Tues. Jan. Dec. Oct. Mar. Nov.

Sat. Sun. Feb. Apr. Mon.

2. Write the two small words in these compound words.

football ____________ ____________

airplane ____________ ____________

sunshine ____________ ____________

butterfly ____________ ____________

postman ____________ ____________

widespread ____________ ____________

COMPETENCY TEST

ELR386 3. Write the root word for each word below.

running ______________

rewrite ______________

wrapped ______________

brightest ______________

lunches ______________

unsure ______________

unhappy ______________

cheerful ______________

hopeless ______________

sleepy ______________

COMPETENCY TEST

ELR392 4. Read the following story and then number the sentences in the order they happened in the story.

Amy works for Mrs. Bull every Saturday. She begins at 9 o'clock by mowing the lawn. After that, she rakes the leaves and trims the hedges. Then she cleans up the porch and goes inside for lunch. After lunch, Amy helps Mrs. Bull do her shopping. At 3 o'clock Mrs. Bull pays Amy for her work.

________She mows the lawn.

________She gets paid and goes home.

________Amy starts work at 9 o'clock.

________She rakes the leaves and trims the hedges.

________She helps Mrs. Bull do her shopping.

________She eats lunch after she cleans the porch.

COMPETENCY TEST

ELR394 5. Underline the antonyms (opposites) in each sentence.

a. I like carrots, but I dislike spinach.

b. This story is true, but that one is false.

c. Wild animals sometimes become tame if they live with human beings.

d. Many people tried to get into the concert, but few seats were available.

e. We saw a young puppy playing with an old dog.

ELR410 6. Read the sentences. Then complete each unfinished sentence.

a. Because Julie caught a cold, she stayed home.

Julie stayed home because________________________________

____.

b. Charles studied hard and passed his test.

Charles passed his test because__________________________

____.

COMPETENCY TEST

c. Since it was a sunny day, Nancy went for a swim.

Nancy went for a swim since ______________________________

____.

d. It was raining, so Chris wore a hat.

Chris wore a hat since ___________________________________

____.

ELR430 7. The guide words on a dictionary page are: bed bug
Circle the words in the list below that would be found on that page.

bad	big	boy	bus	bid
dad	bill	band	bun	

8. Alphabetize the following words.

a. popcorn polite part pony

____

b. penguin perfect peanut people

____

Elementary
Reading
Fourth Grade

COMPETENCY TEST

READING (If in doubt about skill being tested, please read the objective).

ELR436
ELR438
ELR440
ELR442

1. Read the following words aloud.

agony amid purpose zebra Christmas telephone

chorus soap goes his third monkey

first claw flaw grew chew enough

clue fur order laugh elephant trouble

ELR446

2. Read the following words. Circle the silent consonant in each.

lamb comb listen often talk walk

edge calf gnaw gnat knife know

wrist write short

ELR448
ELR452

3. Read the words and circle the root word in each word below.

rewrite reread unbutton

undone disable disappear

careful cheerful biggest

smallest harder shorter

ELR458

4. Write the singular and plural possessive form of the following words.

a. boy __________ __________

b. man __________ __________

c. cat __________ __________

d. child __________ __________

e. dog __________ __________

READING (CONT'D)

ELR460 5. Write the number of the meaning of the underlined word at the end of each sentences.

converse: 1. Talk together 2. Opposite

dice: 1. Small cubes used in a game 2. Cut into small cubes

fall: 1. Drop 2. Be overthrown 3. Occur 4. Autumn

a. Christmas falls in December. ______

b. Mother diced the potatoes. ______

c. The Army fell to the enemy. ______

d. Will you converse with me? ______

ELR464 6. Read the sentences and underline the synonyms in each.

a. He told me to look below the table because my ball had rolled under it.

b. The big dog ran after the large cat.

c. The small bird laid a tiny egg.

d. My mother was glad that I was happy.

e. The delicious pie was a tasty one.

f. The sad boy cried because he was unhappy.

ELR484 7. Read the story below and tell how it could end. (Accept any sensible answer).

"The Black Snake"

The black snake liked to steal from the birds and small beasts. He stole eggs from the nests. He poked his nose into every hole under and under every stone he could find. Soon everyone came to hate the black snake.

"It is a shame!" spoke up the hare. "Our lives and homes are not safe from him. My little hares are scared. He steals what I bring home to feed my little hares."

"He stole my flies," said the toad.

COMPETENCY TEST

READING ("THE BLACK SNAKE" CONT'D)

"And my bugs!", cried the mole.
"And my white eggs!", cried the hen.
At last the birds agreed to tell everyone what the snake had done. When the black snake came out, the birds spied him.

ELR492 8. Read the following paragraphs and write a word in the blank that makes sense.

a. "Mama, Mama, can't I have a bike?", asked Kenneth. "All the boys have ________________ to ride.

b. Something had to be done to keep the river from overflowing. So the people built high banks or levees to keep the _______________ in the river.

c. After you eat, there may be some food on your teeth. When you brush your teeth after you eat, you brush away this _______________.

ELR504 9. Use the Table of Contents to locate certain information that your teacher tells you to locate.

__________can do __________cannot do

Get a textbook (prederably a reader) and ask the child to find certain information in the book using the Table of Contents.

Elementary
Reading
Fifth Grade

COMPETENCY TEST

READING: (If in doubt about the skill being tested, please read the objective).

ELR516 1. Read these words aloud.

digital
dangerous
chaparral
foreshadowing
distinctive
important
representatives
previewing
tumbleweed
independence

ELR518 2. Circle the words that are singular possessive nouns and pronouns.

cats'
animals'
bears
cat's
him
man's
their
your
men's
his
table's
calf's
her
dogs'
calves'
child's
children's
my
zoo's
our
bear's

ELR520
ELR524 3. Read the following words and circle the suffix or prefix.

fairly
misinform
postwar
defrost
preview
useless
happiness
kindness
priceless
mismanage
capable

ELR530 4. Write the number of the meaning of the underlined word at the end of each sentence.

close: 1. near in place, time, thought, feeling, or relationship. 2. evenly contested. 3. Very short.

apply: 1. Spread over a surface. 2. Use. 3. Ask in person or by letter. 4. Fit, or be suitable.

cheap: 1. Of poor quality. 2. At a low price. 3. Deserving to be scorned.

COMPETENCY TEST

READING (CONT'D)

________ a. Joe said he felt cheap after playing that trick on Mary.

________ b. John paid a lot of money for his new bicycle, but the tires on it are pretty cheap.

________ c. The game was so close we thought it would end in a tie score.

________ d. When summer comes, Peter has the barber give him a close haircut.

________ e. What good is it to learn the rules if you don't apply them?

________ f. When does Bill plan to apply for that job at Brown's grocery?

ELR534 5. Read the following paragraphs then underline the main idea following it.

A sea urchin is an animal that is found in all the ocean waters of the world except the cold Artic waters. It is round in shape and has a purplish color. It looks very much like an angry porcupine, for its body is covered with long, movable spines. The spines grow out of the plates that form a shell under the sea urchin's skin.

a. A sea urchin likes warm water.

b. A sea urchin is an ocean animal that is covered with long spines.

c. A sea urchin has a shell under its skin.

Spiders depend on the silk that they spin in many ways. Many, but not all, spiders spin webs of silk. Some of these spiders throw a silk covering over the insects trapped in their webs before killing them with poison fangs. Most spiders spin a silk thread, or dragline, behind themselves as they move from place to place. They can quickly move up or down the dragline to escape enemies or check their webs for food. In addition, spider homes are usually lined with silk, and spider eggs are often enclosed in a small pouch spun of silk.

a. Spiders spin beautiful webs of silk.

b. Spiders climb their dragline to escape enemies.

c. Spiders spin their silk for many purposes.

COMPETENCY TEST

READING (CONT'D)

ELR550 6. For each item below, underline the cause with one line and the effect with two lines.

a. The ships lines became fouled and the sails did not work properly.

b. When there is a famine in the land, many people are unable to obtain enough food to sustain bodily needs.

c. One Friday the children made a trip to the beach where they became lost. Their parents were very worried before the police finally located them.

d. John was unable to play in the band, since he could not locate the reed for his clarinet.

e. Unfortunately, the motor became overheated and the air conditioner would not work.

ELR552 7. Read the following newspaper articles. Write fact or opinion in front of the statements that follow.

DRAMA LAST NIGHT FAILS TO PLEASE

by: Ned Jenkins

"Don't Go Downstairs," John Tomkins' drama on Channel 5 last night was not a very good thriller. After building up great suspense, it let the audience down by saying that it was really just a dream in the mind of one of the characters.

However, the acting and direction were generally excellent.

CRIME IN THE CITY

Dorene Rush, a feature writer for this paper, was one of the panelists appearing on Channel 5 yesterday afternoon for a discussion of crime in the city.

The discussion was interesting and lively. All of the panelists delivered many thoughtful comments. Tom Conant was the moderator.

_______"Don't Go Downstairs" is a drama.

_______Dorene Rush is a feature writer for the newspaper.

COMPETENCY TEST

READING (CONTINUED)

________The drama was not a good thriller.

________The acting and direction was excellent.

________Tom Conant was the moderator for the discussion on crime.

________The discussion on crime was interesting and lively.

ELR568 8. Fill in the main ideas in outline form relating to the topic.

Without water, man cannot live. He needs water for cooking, washing, and drinking. He uses it for irrigating his crops and for making materials in his factories. Water is often used as a source of power for making electricity. It also plays an important role in the removal of human and food wastes.

I. Uses of water

A.____

B.____

C.____

D.____

E.____

ELR576 9. Look up in the dictionary the underlined word in each sentence and write the definition for the way the word is used in the sentence.

a. A plant cannot flourish without water.
b. When it comes to dessert, Frank is really partial to canned peaches.
c. Don't let anyone palm off a wooden nickel on you.

a. flourish____

b. partial____

c. palm____

Elementary
Reading
Sixth Grade

COMPETENCY TEST

READING (If in doubt about the skill being tested, please read the objective).

ELR590 1. Write the comparative and superlative forms of the following words:

a. big ______________ ______________

b. bad ______________ ______________

c. small ______________ ______________

d. pretty ______________ ______________

e. beautiful ______________ ______________

ELR592 2. Write the root word in the following words.

a. childish______________

b. sweetish______________

c. amazement______________

d. biweekly______________

e. export______________

f. extend______________

g. subtitle______________

h. become______________

i. argument______________

j. submarine______________

k. belittle______________

l. fabulous______________

m. famous______________

n. venomous______________

o. dictator______________

p. creator______________

ELR602 3. Give two meanings for each word. Write the letters of the definitions in front of the word.

Words

__________tattoo

__________quarry

__________disposition

__________heel

a. a steady drumming or tapping
b. A bird or animal hunted
c. one's natural way of acting toward others
d. back part of the foot, below the ankle
e. part of a shoe or boot that is under the heel or raises the heel

COMPETENCY TEST

READING (CONTINUED)

________foil

f. metal beaten, hammered, or rolled into a very thin sheet
g. outwit; prevent from carrying out plans
h. a place from which stone is obtained by digging, cutting, or blasting
i. a permanent mark made on the skin
j. tendency; inclination

ELR604 4. Using the context of the sentences, fill in the blanks with a word that makes sense.

The octopus has several ways of ____________ itself from its enemies. One very interesting thing it can do in times of ____________ is to change the color of its ____________ to match its surroundings. It may become a dull red or brown to hide on the bottom of the ____________, or it may use rainbow colors in order to look like lights in the ____________. To appear like sand or rock, the octopus changes the shape of its ____________. Ridges and bumps suddenly appear and it is hard to tell it from the ____________ surface it is near. Sometimes, instead of changing its color or ____________, the octopus squirts ____________ in the face of its enemy. Under the protection of this veil, it can waggle away to a safe ____________ place. Still another trick is to push the ____________ out of the way by using a jet-propelled squirt of water. This stream comes from the body of the ____________ with such force that the ____________ finds it imposible to get near its prey.

ELR610 5. The following paragraphs tell how to repot a plant. Read them. Then number the statements that follow to show the proper order of steps in the process.

Get a new pot that is an inch or two (at most) larger than the pot over the drainage hole. Put an inch of potting soil in the new pot.

Turn the old pot with the plant in it on its side. Tap the pot on the table to loosen the plant. Slide the plant out. Remove most of the dirt from the plant roots and straighten the roots. Place the plant in the new pot. Pack potting soil around the plant. Water it thoroughly with lukewarm water.

COMPETENCY TEST

READING (CONTINUED)

________Put a clay pot chip over the drainage hole.
________Add an inch of potting soil.
________Water thoroughly with likewarm.
________Get a pot a little larger than the present one.
________Remove dirt from the plant and straighten the roots.
________Place plant in the new pot; add potting soil.
________Tap pot and slide plant out.

ELR612 6. Put a check mark in front of the sentences that relate to holidays.

________a. The year begins with a holiday; we celebrate the arrival of a new year.
________b. After what seemed like a long wait, Christmas finally arrived.
________c. Fall is usually not quite so hot; the leaves are pretty then.
________d. Memorial Day was warm and sunshiny that year.
________e. Put on the tail and some string by which to hold the kite.
________f. Easter had come in April this year, and the weather was lovely.
________g. Valentine's Day comes in February.
________h. At dinner in the evening, we had several exciting guests.

ELR622 7. Read the statements below and write F on the line if the statement gives facts and O if it gives opinions.

________a. Trains no longer serve useful functions as they once did in the past.

________b. Anyone born in the United States who wishes to become president may do so. We have a democratic country, so everyone has an equal chance to be president.

________c. Art means different things to different people. What appeals to you as being highly desirable may not please another person at all.

COMPETENCY TEST

READING (CONTINUED)

________d. Tom felt that collecting stamps was the most valuable hobby a person could have.

ELR624 8. Read the statements and put an R if it is real (fact) and F if it is fantasy.

________a. I get a new motorcycle every week.

________b. John decorated his picture with a border made with red and green ink.

________c. Dorothy rode through the air on a dragon.

________d. There was a dragon in the picture Kirk drew.

________e. Nancy read about a rabbit and wristwatch in her storybook.

ELR628 9. Read the following and try to decide what has happened. Put an X before the best choice of possible happenings.

What an exciting game! This was the best football game of the season. No other crowd ever cheered louder. When the bands paraded between the halves, the crowd had ever given a special cheer for the home-team mascot - a high-strung goat that two strong men were struggling to control.

Suddenly, there was a strong hush. Everyone stood up. Both teams were running in all directions. Not a player was paying any attention to the officials as they blew on their whistles. Here was action, plus!

What had happened?

_____The home team had won.

_____The mascot had gotten loose.

_____A touchdown had been made.

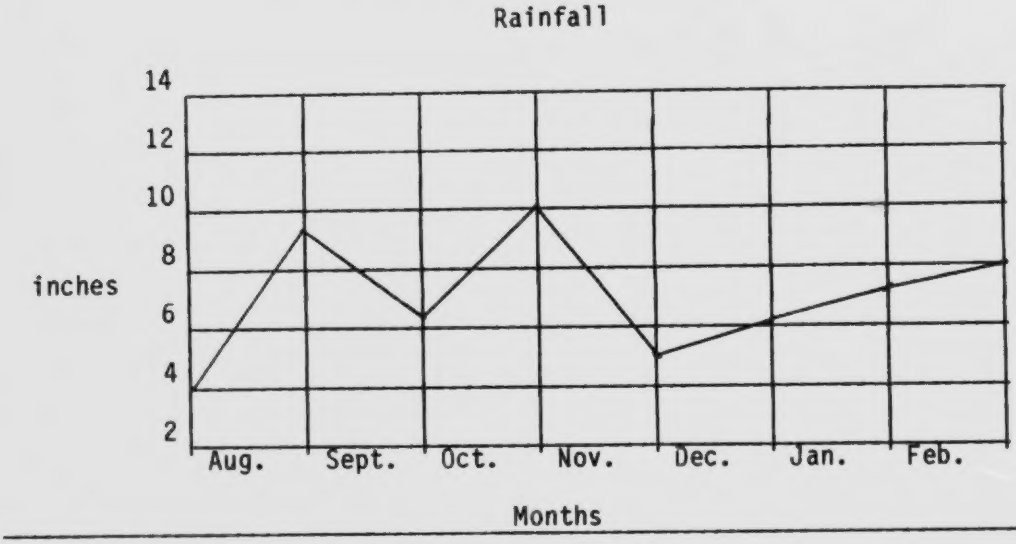
_____A player had been injured.

COMPETENCY TEST

READING (CONTINUED)

ELR636 10. Study the graph and answer the questions which follow.

(The child is to do this on his own. He may be told how to produce a word if needed).



a. In which month did the most rain fall? ________________

b. In which month did the least rain fall? ________________

c. In which month was there more than 9 inches of rain? ________________

d. What is the greatest amount of rain per month this graph could show. ________________

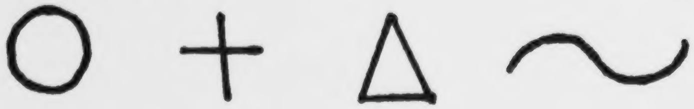
e. What is the difference between the rainfall in December and the rainfall in October? ________________

COMPETENCY TEST

WRITTEN LANGUAGE

ELL006 1. Make 4 circular strokes using a pencil.

ELL010 2. Copy all designs.



ELL012 3. Draw a person with at least four body parts.

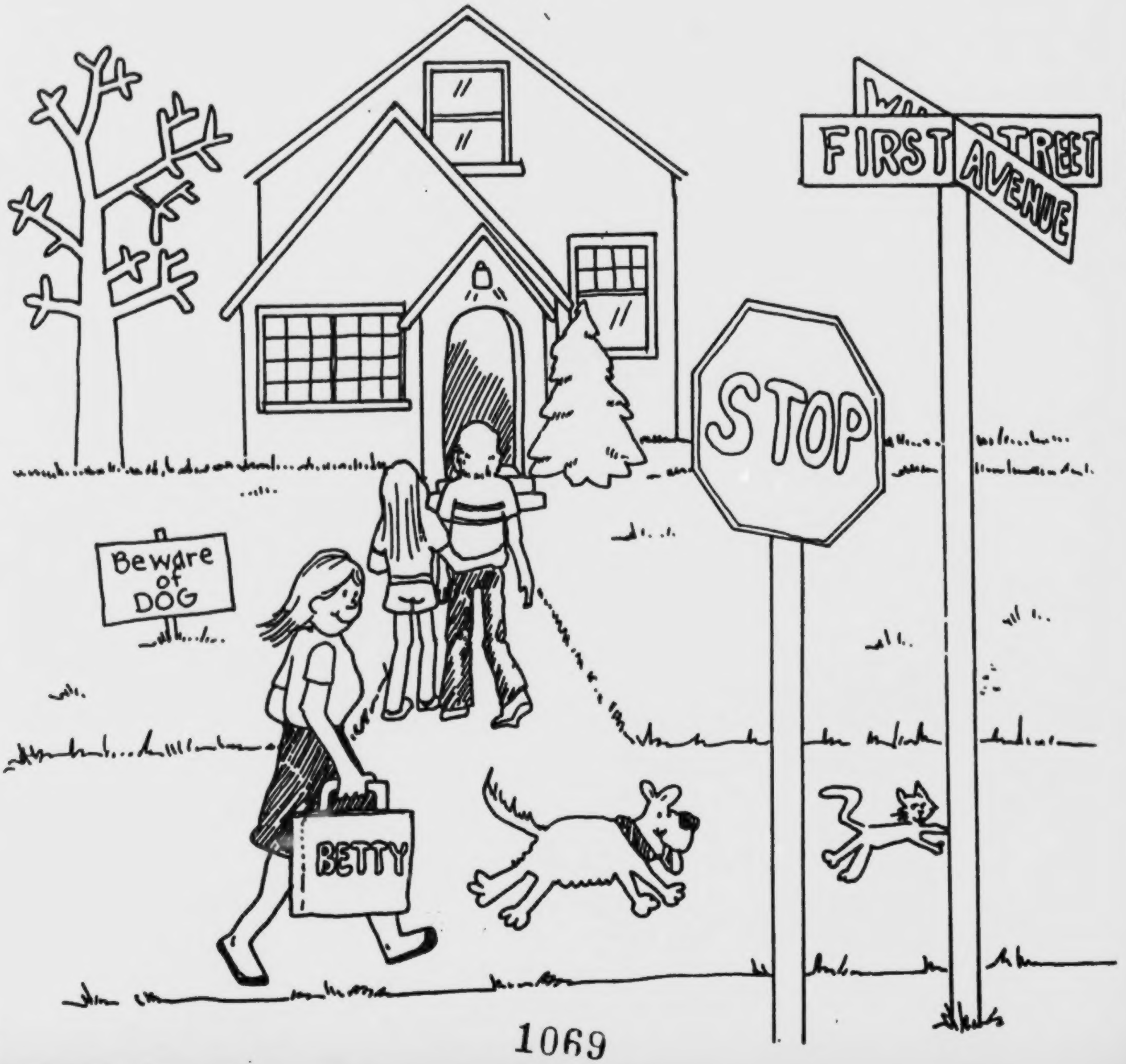
Elementary
Language
Pre-Kindergarten

COMPETENCY TEST

ELL014 4. Tell me your first and last name. ________ ________

Tell me how old you are. ________

ELL017 5. Tell me a story about this picture. ________


FIRST
STREET
AVENUE
STOP
Beware of DOG
BETTY

Elementary
Language
Kindergarten

COMPETENCY TEST

ELL020 1. Make a row of straight lines, short lines, and circles.

ELL024 2. Trace over the letters.

COMPETENCY TEST

ELL026 3. Write your first name four times.

____

____

____

____

ELL028 4. Copy these letters.

A D S O C M T Z

____

COMPETENCY TEST

ELL030 5. Show me which picture does not belong in each group.

COMPETENCY TEST

WRITTEN LANGUAGE

ELL038 1. Copy these sentences:

a. Jane will play with Mary.

b. They will play by the tree.

ELL040 2. Circle each letter that should be a capital.

a. i saw nancy pet her little dog spot.

b. may i go to the store with susan?

c. his name is bill.

ELL042
ELL044 3. Put a perid or question mark at the ends of the sentences.

a. Mother gave the kitten some milk

b. Does your dog like to drink milk

c. I can't go to the store with you

d. This is not my house

e. May I play ball with you

COMPETENCY TEST

WRITTEN LANGUAGE

ELL046 Circle the word that does not belong in the group.

hat shoes coat

socks truck mittens

COMPETENCY TEST

ELL048 4. Unscramble these sentences and write them correctly.

a. came dog A big by.

____

b. are you Where going?

____

c. gave Mother some them milk.

____

ELL050 5. Write one asking sentence and one telling sentence about your school.

____

____

____

____

COMPETENCY TEST

ELL054 6. Circle the complete sentences.

a. To the farm.

b. In the car.

c. That dog is running.

d. At school.

e. Where is my book?

f. Boys at our school.

g. I can not play.

h. On the table.

i. Can you come over?

j. Father is coming home.

ELL056 7. Write these sentences when I read them to you.

a. ____

____

b. ____

____

c. ____

____

COMPETENCY TEST

ELL058 Complete the following poem using rhyming words.

During the day,

In the month of ______________,

You will see children ______________.

COMPETENCY TEST

WRITTEN LANGUAGE

ELL060 1. Copy these two sentences:

a. Tom wanted to go for a ride.

b. He wanted to ride in the car.

ELL064 2. Draw a circle around the words that should have capital letters.

a. That man's name is mr b. l. brown.

b. Do you know ms. jones?

c. miss johnson is our teacher.

d. I saw mrs. smith at the store today.

e. We go to church on sunday.

f. We wear coats in december.

g. I like to sleep late every saturday.

h. The boy scouts camped in the park last night.

i. father works for the coca-cola bottling co.

COMPETENCY TEST

ELL066 3. Put commas in these dates.

a. December 25 1962

b. January 1 1886

c. February 22 1843

d. July 4 1776

ELL068 4. Put apostrophes where they belong.

a. isn t

b. aren t

c. I ll

d. we ll

e. haven t

f. Bob s coat

g. Mother s book

h. girl s coat

i. man s car

j. boy s kite

ELL080 5. Place a or an before each noun.

a. __________animal

b. __________book

c. __________man

d. __________apple

e. __________kite

f. __________egg

g. __________ball

h. __________clown

COMPETENCY TEST

ELL082 6. Draw a line under the correct verb in each sentence.

a. Bill (run, ran) after the ball.

b. Last year Sue (is, was) short.

c. Can you (come, came) to my party?

d. I (write, wrote) a letter to Grandmother.

e. Jack (ride, rode) his bike to the park.

ELL084
ELL086
ELL074 7. Write 5 simple sentences about your family. One sentence should be a telling sentence and one sentence should be an asking sentence.

____

____

____

____

____

____

____

Elementary
Language
Second Grade

COMPETENCY TEST

ELL070 Group the following words into groups. Omit words that do not belong in a group.

coat
orange
crayons
pear

leg
truck
apple
van

book
pencils
pens
car

Fruits

____

____

____

Things We Ride In

____

____

____

Things We Write With

____

____

____

ELL072 Unscramble the words to make a sentence.

book read a I today good.

____

ELL076
ELL078 Using the describing words listed below, complete the following sentences:

red pretty fast new happy

Mary was very ______________.

Her wagon was ______________.

COMPETENCY TEST

ELL102 2. Put apostrophes where they belong.

a. Im

b. Ive

c. youre

d. youve

e. weve

f. hes

g. its

h. theyve

i. were

j. Ill

ELL110 3. Write one telling sentence, one asking sentence, one with strong feeling, and one sentence that gives a command.

a.______________________________

b.______________________________

c.______________________________

d.______________________________

COMPETENCY TEST

ELL112 4. Expand these sentences by adding phrases to them:

a. The dog is playing.

____

b. John is wearing a cap.

____

c. Mother is baking a cake.

____

d. I like to ride my bicycle.

____

e. Mary has a doll.

____

ELL116 5. Cicle the nouns in these sentences:

a. The boy likes to walk in the park.

b. A puppy ran up to the man.

c. A big tree grew in the meadow.

d. A bird sang a song.

e. An owl is a wise bird.

Elementary
Language
Third Grade

COMPETENCY TEST

ELL118 6. Draw a line under the correct verb.

a. Some birds had (eat, ate, eaten) only seeds.

b. Meadow larks like to (hide, hid, hidden) their nests in the grass.

c. The bird (fly, flew, flown) from tree to tree.

d. The dog has (hide, hid, hidden) his bone.

e. My mother (give, gave, given) me a cookie.

f. The book has (fall, fell, fallen) off the shelf.

g. Does your grandmother (grow, grew, grown) roses in her yard?

h. I have (write, wrote, written) a letter to my friend.

i. I have not (see, saw, seen) that book.

j. Does your dog (bite, bit, bitten)?

Elementary
Language
Third Grade

COMPETENCY TEST

WRITTEN LANGUAGE

ELL094 ELL096 1. Circle the words that should be capitals and put in the correct pucntuation.

714 east main street
perry texas 65431
september 10 1980

dear sue

it was such fun to visit you for a few days. i cant think of a better way to have spent the labor day weekend. my friends could not believe that i had been to tulsa oklahoma.

im going to by a copy of big red, the book i started reading at your house. it was so good that i want to read the rest of it. i hope that you will get to come and visit me soon. maybe you can come some friday and spend the weekend.

your friend

kathy

Elementary
Language
Third Grade

COMPETENCY TEST

ELL122 7. Write a 6 sentence story about your favorite animal.

COMPETENCY TEST

WRITTEN LANGUAGE

ELL128 1. Put in the missing capitals and punctuation.

1. Mother said, "i will call dr. smith."
2. He shouted, "get out of mr. johnson's way."
3. jim asked, "do you live on main street?"
4. the man yelled, "stop that car "
5. "did you see that " he asked

ELL136 2. Put commas in these sentences.

1. Mrs. Beam bought a ladder paint and brushes.
2. Did you come by bus train or plane?
3. Sue how long will this take?
4. You go over there Randy.
5. No Frank didn't answer the door.

ELL148 3. Circle the numbers of the complete sentences. Complete the fragments to make sentences. (Sentences will vary).

1. Mary works very hard in school.
2. Everyday when she gets home.
3. Mother cooks dinner for the family.
4. Mary's little brother and sister.
5. A little cat and a very large dog.
6. Everybody in Mary's family.
7. Mary's father works in the city.
8. When he has a day off.

Elementary
Language
Fourth Grade

COMPETENCY TEST

WRITTEN LANGUAGE

ELL156 4. Write a sentence using the pronoun he, a sentence using the adjective large, and a sentence using the adverb happily. (Answers will very).
a

____

____

____

ELL164 5. In the space below write a friendly letter to someone that you know.

Heading

____

____

____

Greeting (or Salutation)

____

____

body

Closing

Signature

COMPETENCY TEST

WRITTEN LANGUAGE

ELL164 5B. Address the envelope below using your name and address as the person writing the letter. You are sending the letter to a friend named Bob Miller who lives in Dallas, Texas. His street is Main Street, and his house number is 4506. His zip code is 76859.

ELL172 6. Fill out this form:

Name: ______________________________
Address: ______________________________
Street or Box

____
City State Zip code

Age: __________ Telephone: ______________
Birthdate: ______________________________
School: ______________________________
Grade: ______________________________
Sex: M F (Circle one) Date: __________
Parent or Guardian: ______________________
Signature: ______________________________

Elementary
Language
Fifth Grade

COMPETENCY TEST

WRITTEN LANGUAGE

ELL176 1. Put the correct punctuation in these sentences:
ELL178
ELL180 1. Go get the paper out of the yard.
ELL182
ELL184 2. Mary asked Are you going to the party "

3. Do you live at 404 Park St Bill asked

4. No it did not rain here last night.

5. Joe do you know who lives next door Betty asked

6. Mr and Mrs Smith are from the city mary stated

7. Yes I am glad the test is over

8. Bob shouted Watch out for that car

9. Never get in the car with a stranger

10. Jerry will ride his bicycle to the park and Bill will walk

ELL188 2. Rewrite each of these sentences compounding them by joining two together with the following coordinators: but, and, or, for.

1. The man frightened us. No one had heard him come in.

____

2. Once grandfather was young. Now he is old.

____

3. He took a pen from his pocket. He scribbled the number in the palm of his hand.

____

4. You may go home now. You may stay for lunch.

____

5. I called John. No one answered.

____

Elementary
Language
Sixth Grade

COMPETENCY TEST

WRITTEN LANGUAGE

ELL216 1. Put periods in these sentences:

1. Mr and Mrs Peterson came to visit us
2. Close the door
3. "I can't find my shoes," said Bob
4. Go to the board and write your name
5. Mother answered, "Yes, you may go to the show"
6. I have to leave for school at 8:00 a m
7. This table is 5 ft and 6 in long

ELL224 2. Rewrite these words correctly putting in hyphens if needed:

1. allright____________
2. eightyfour__________
3. twentytwo___________
4. today_______________
5. followup____________
6. ninetynine____________
7. sixtythree____________
8. horsedrawn____________
9. fiftyfour_____________
10. everyone_____________

ELL230 3. Rewrite this paragraph correcting sentence fragments and leaving out irrelevant sentences.

People cannot live withour air and water. Every person needs clean air to breathe and clean water to drink. In many cities and towns. The air is not clean. Children fly kites on windy days. Many lakes and rivers have dirty water. Dirty, unhealthy air is called air pollution. Dirty, unhealthy water. It is nice to take long walks along the river. Air pollution and water pollution have become big problems in America.

COMPETENCY TEST

WRITTEN LANGUAGE (CONTINUED)

____

____

____

ELL232 4. Draw a line under the correct verb:

1. Carl (run, ran) into the house.
2. Every Saturday we (go, went, gone) to the zoo.
3. The class has (draw, drew, drawn) many lovely pictures.
4. Have you ever (see, saw, seen) an elephant?
5. Tom (write, wrote, written) a letter to his friend in Washington.

ELL238 5. These sentences contain double negatives. Rewrite them correctly.

1. I don't have no pencil.

____

2. He hasn't never been to my house.

____

3. No, I don't have nothing to say.

____

4. There isn't none in the bag.

____

5. I haven't never been to see that movie.

____

COMPETENCY TEST

WRITTEN LANGUAGE (CONTINUED)

ELL192 3. A paragraph is a group of sentences that tell about one thing. The ideas should come in order. Number the sentences in the correct order.

__________It's easy to grow plants.

__________Then place the seeds carefully on top.

__________First, put some clean earth in an empty egg box.

__________Cover the seeds lightly with a little earth.

__________Put the box in a sunny place and water the seeds.

__________When the shoots are stronger, plant them in your garden.

__________In a few days, tiny green shoots will come up.

ELL202 4. Each sentence contains a redundancy. Rewrite the sentences correctly.

1. When I was writing my report, I had to refer back to the encyclopedia.
2. When I told him my name, he asked me to repeat it again.
3. Jim wanted the book, but he didn't know where it was at.
4. Maybe I might be able to go.
5. The teacher gave us a word list of vocabulary words to study.

____

____

____

____

____

____

COMPETENCY TEST

WRITTEN LANGUAGE (CONTINUED)

ELL206 5A. Write a simple business letter in the space below. You are to write the letter asking the company to send you a catalog containing parts to go on a bicycle. The company is the Best Bicycle Co. It is located in Houston, Texas. The street that the company is on is Maple Street. The business or street number is 2836. The zip is 10687.

Heading

____
____
____

Inside Address

Geeting
Body

Closing
Signature

ELL206 5B. Use the information from the business letter you wrote, and address an envelope in which to mail your letter.

Return Address

COMPETENCY TEST

WRITTEN LANGUAGE (CONTINUED)

ELL242 6. Write a two paragraph report on one of these subjects: Animals That Hibernate, Water Pollution, or My Favorite Holiday (any holiday).
(Stories will vary).

COMPETENCY TEST

SPELLING

ELS028
ELS038
ELS046

1. Spell these words:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

ELS044 2. Copy these words adding "ing" to each one.

1. go ____________________
2. see ____________________
3. do ____________________

ELS040 3. Copy these words adding "s" to each one.

1. bird ____________________
2. stop ____________________
3. book ____________________
4. girl ____________________
5. letter ____________________

Elementary
Spelling
Second Grade

COMPETENCY TEST

SPELLING

ELS050
ELS066
ELS072

1. Spell this list of words:

1.____________________ 11.____________________

2.____________________ 12.____________________

3.____________________ 13.____________________

4.____________________ 14.____________________

5.____________________ 15.____________________

6.____________________ 16.____________________

7.____________________ 17.____________________

8.____________________ 18.____________________

9.____________________ 19.____________________

10.____________________ 20.____________________

ELS068

2. Copy these words adding "er" to make them nouns:

1. bat ____________________
2. teach ____________________
3. preach ____________________
4. catch ____________________
5. toast ____________________

ELS070

3. Write the contractions for these words:

1. I am ____________________
2. I have ____________________
3. I will ____________________
4. I would ____________________
5. can not ____________________

COMPETENCY TEST

SELLING (CONTINUED)

6. has not ____________________
7. had not ____________________
8. did not ____________________
9. do not ____________________
10. we will ____________________

ELS074 4. Spell these color words:

1.____________________ 6.____________________
2.____________________ 7.____________________
3.____________________ 8.____________________
4.____________________ 9.____________________
5.____________________ 10.____________________

ELS076 5. Spell these number words:

1.____________________ 6.____________________
2.____________________ 7.____________________
3.____________________ 8.____________________
4.____________________ 9.____________________
5.____________________ 10.____________________

Elementary
Spelling
Third Grade

COMPETENCY TEST

SPELLING

ELS078
ELS094

1. Spell this list of words:

1.______________________ 11.______________________

2.______________________ 12.______________________

3.______________________ 13.______________________

4.______________________ 14.______________________

5.______________________ 15.______________________

6.______________________ 16.______________________

7.______________________ 17.______________________

8.______________________ 18.______________________

9.______________________ 19.______________________

10.______________________ 20.______________________

ELS096

2. Spell these words correctly adding "ing" to each one.

1. close ______________________

2. cut ______________________

3. hope ______________________

4. live ______________________

5. love ______________________

ELS096

3. Spell these words correctly adding "ed" to each one:

1. stop ______________________

2. use ______________________

3. try ______________________

4. mean ______________________

5. hope ______________________

COMPETENCY TEST

SPELLING (CONTINUED)

ELS098 4. Spell these words correctly adding "er" to each one to make modifiers.

1. fast ____________________
2. long ____________________
3. new ____________________
4. mean ____________________
5. old ____________________

ELS098 5. Spell these words correctly adding "est" to each one to make modifiers.

1. mean ____________________
2. near ____________________
3. new ____________________
4. hard ____________________
5. old ____________________

ELS098 6. Spell these words correctly adding "ly" to each one to make modifiers.

1. close ____________________
2. love ____________________
3. night ____________________
4. present ____________________
5. happy ____________________
6. sure ____________________

COMPETENCY TEST

SPELLING (CONTINUED)

ELS100 7. Spell these compound words.

1.____________________________

2.____________________________

3.____________________________

4.____________________________

5.____________________________

6.____________________________

7.____________________________

8.____________________________

9.____________________________

10.___________________________

Elementary
Spelling
Fourth Grade

COMPETENCY TEST

SPELLING

ELS108 1. Spell this list of words.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

ELS112 2. Spell the months of the year.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________

COMPETENCY TEST

SPELLING

ELS112 3. Spell the days of the week.

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

7.____________________

ELS116 4. Spell the number words for numbers one through twenty.

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

7.____________________

8.____________________

9.____________________

10.____________________

11.____________________

12.____________________

13.____________________

14.____________________

15.____________________

16.____________________

17.____________________

18.____________________

19.____________________

20.____________________

ELS118 5. Spell these words: (First 20 words from Irregular Word List)

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

COMPETENCY TEST

SPELLING (CONTINUED)

7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________
18. ______________________
19. ______________________
20. ______________________

ELS120 6. Spell the plural forms of these words.

1. church ______________________
2. fish ______________________
3. dress ______________________
4. six ______________________
5. buzz ______________________
6. deer ______________________

ELS122 7. Spell these words containing prefixes.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

COMPETENCY TEST

SPELLING

ELS136 4. Spell these words: (10 of the last twenty words from Irregular List)

1.____________________ 6.____________________

2.____________________ 7.____________________

3.____________________ 8.____________________

4.____________________ 9.____________________

5.____________________ 10.____________________

ELS138 5. Spell these words containing prefixes:

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

ELS140 6. Spell these words containing suffixes:

1.____________________

2.____________________

3.____________________

4.____________________

5.____________________

6.____________________

COMPETENCY TEST

SPELLING

ELS146
ELS148
ELS162

1. Spell these words: (Words form Sixth Grade text)

1. ____________________ 11. ____________________
2. ____________________ 12. ____________________
3. ____________________ 13. ____________________
4. ____________________ 14. ____________________
5. ____________________ 15. ____________________
6. ____________________ 16. ____________________
7. ____________________ 17. ____________________
8. ____________________ 18. ____________________
9. ____________________ 19. ____________________
10. ____________________ 20. ____________________

ELS152

2. Spell the plural forms of these words:

1. piano ____________________
2. soprano ____________________
3. zoo ____________________
4. solo ____________________
5. hero ____________________

ELS154

Spell these words: (All the words from the Irregular Word List)

1. ____________________ 6. ____________________
2. ____________________ 7. ____________________
3. ____________________ 8. ____________________
4. ____________________ 9. ____________________
5. ____________________ 10. ____________________

COMPETENCY TEST

SPELLING (CONTINUED)

11.______________________________
12.______________________________
13.______________________________
14.______________________________
15.______________________________
16.______________________________
17.______________________________
18.______________________________
19.______________________________
20.______________________________
21.______________________________
22.______________________________
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27.______________________________
28.______________________________
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31.______________________________
32.______________________________
33.______________________________

34.___________________________
35.___________________________
36.___________________________
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39.___________________________
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47.___________________________
48.___________________________
49.___________________________
50.___________________________
51.___________________________
52.___________________________
53.___________________________
54.___________________________
55.___________________________
56.___________________________

COMPETENCY TEST

SPELLING (CONTINUED)

57. ____________________
58. ____________________
59. ____________________
60. ____________________
61. ____________________
62. ____________________
63. ____________________
64. ____________________
65. ____________________
66. ____________________
67. ____________________
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90. ____________________
91. ____________________
92. ____________________
93. ____________________
94. ____________________
95. ____________________
96. ____________________
97. ____________________
98. ____________________
99. ____________________
100. ____________________
101. ____________________
102. ____________________

COMPETENCY TEST

SPELLING (CONTINUED)

103.________________________

104.________________________

105.________________________

106.________________________

107.________________________

108.________________________

109.________________________

110.________________________

111.________________________

COMPETENCY TEST

PRE-KINDERGARTEN MATH

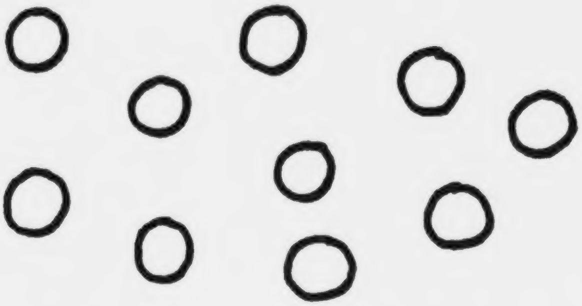
		Yes	No
ELM002	1. Reproduce a five-block arrangement.		
ELM004	2. Match two out of three by color.		
ELM006	3. Match two out of three by shape.		
ELM008	4. Match two out of three by size.		
ELM010	5. Complete a five-bead pattern.		
ELM012	6. Select from three shapes the shape shown for ten seconds.		
ELM014	7. Place two objects in the order stated.		
ELM016	8. Count five concrete objects.		
ELM020	9. Choose the object that doesn't belong.		
ELM022	10. Arrange objects from largest to smallest.		

Elementary
Mathematics
Kindergarten

COMPETENCY TEST

MATH

ELM024 1. Count the circles. Yes____No____



ELM026 2. Tell me these numbers: Yes____No____

0 5 6 7 2 9 1 3 4 8

ELM040 3. Duplicate a ten bead pattern. Yes____No____

Elementary
Mathematics
Kindergarten

COMPETENCY TEST

ELM028 4. Put these numbers in order.

5 9 2 10 1 4 7 3 6 8 0

____

____

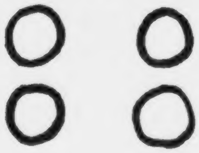
ELM038 5. / / /

a. Put a ○ around the last one.

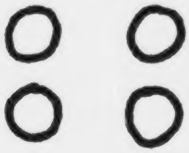
b. Put a □ around the first one.

c. Put a △ around the middle one.

ELM042 6. a. If you added 3 more balls, how many balls would you have?

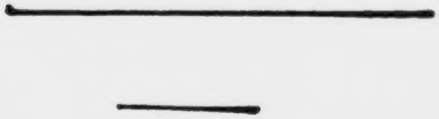


ELM044 b. If you took 2 balls away, how many balls would you have?

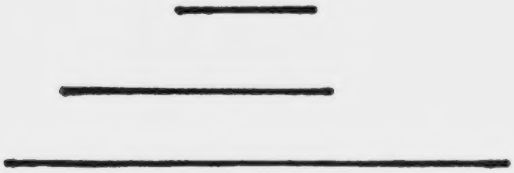


COMPETENCY TEST

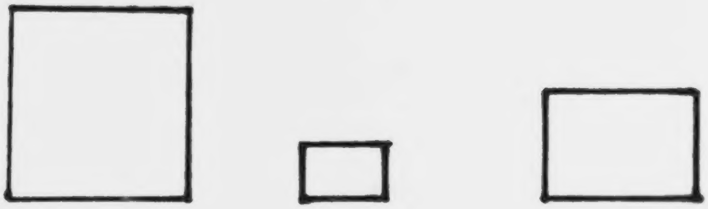
ELM050 7. a. Circle the line that is longer.



ELM056 b. Circle the line that is the longest.

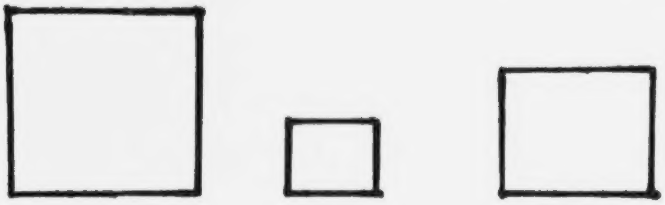


ELM060 c. Underline the box that is the largest.

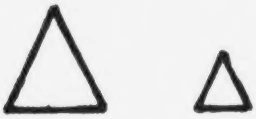


COMPETENCY TEST

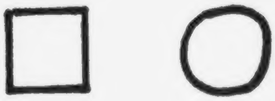
ELM060 d. Underline the box that is the smallest.



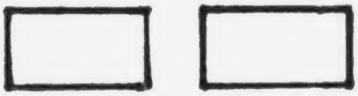
ELM068 8. State whether 2 shapes are the same or different.



Yes____No____



Yes____No____

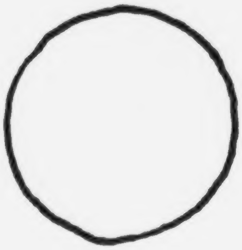


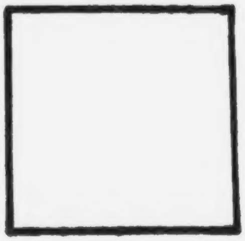
Yes____No____

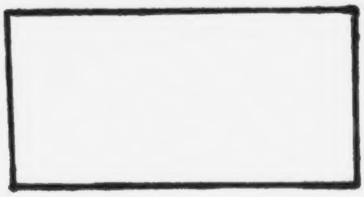
COMPETENCY TEST

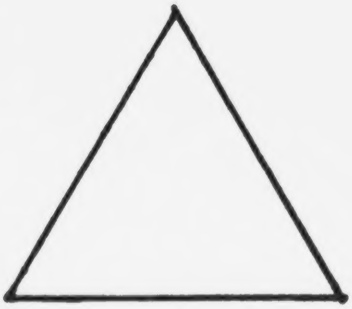
KINDERGARTEN MATH

ELM070 ELM072 ELM074 — 9. Name these shapes.









COMPETENCY TEST

MATH

ELM084 1. Count to 100. Yes____ No____

ELM088 2. Write to 100.

COMPETENCY TEST

ELM090 3. a. Circle the greater number in each group.

10 5 6 8

3 1 7 4

ELM090 b. Circle the number that is less.

10 0 2 4

7 9 5 8

ELM090 c. Put a check mark in front of the numbers that are equal.

__________ 9 9

__________ 8 10

__________ 2 2

__________ 3 3

__________ 6 5

COMPETENCY TEST

ELM096 4. a. Read these numbers aloud and then circle the 10's place.

37 98 64 12

b. Read these numbers and then circle the 1's place.

15 22 84 47

COMPETENCY TEST

ELM100 5. a. Write the answer for the following basic addition problems.

NEW MATH DIAGNOSTIC TEST

100 Problems • 100 Combinations

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Published by Kenworthy Educational Service, Inc., Buffalo, N. Y.

Name ____________________

Grade ____________________

Score ____________ **Date** ____________

No. [illegible]

Addition

7+2=☐	5+1=☐	8+8=☐	8+2=☐	6+0=☐	5+9=☐
0+7=☐	6+7=☐	0+4=☐	6+9=☐	2+3=☐	4+4=☐
0+0=☐	7+1=☐	5+0=☐	0+8=☐	8+9=☐	5+4=☐
0+6=☐	2+5=☐	8+1=☐	8+4=☐	6+6=☐	6+1=☐
1+3=☐	0+1=☐	7+6=☐	9+4=☐	3+9=☐	2+8=☐
3+7=☐	0+5=☐	3+3=☐	0+2=☐	4+7=☐	8+3=☐
9+9=☐	2+0=☐	1+1=☐	4+8=☐	3+6=☐	4+3=☐
7+4=☐	9+7=☐	9+0=☐	9+2=☐	3+4=☐	4+9=☐
5+2=☐	9+5=☐	6+8=☐	1+0=☐	8+6=☐	6+2=☐
3+0=☐	4+0=☐	5+3=☐	2+2=☐	7+7=☐	9+6=☐
9+1=☐	2+9=☐	3+1=☐	1+4=☐	1+6=☐	5+5=☐
7+3=☐	6+5=☐	2+6=☐	7+5=☐	8+7=☐	1+8=☐
0+3=☐	8+0=☐	4+6=☐	1+9=☐	4+2=☐	5+6=☐
6+4=☐	2+1=☐	7+8=☐	1+5=☐	9+8=☐	5+7=☐
3+2=☐	8+5=☐	9+3=☐	4+5=☐	7+0=☐	2+4=☐
1+7=☐	7+9=☐	6+3=☐	4+1=☐	3+5=☐	0+9=☐
3+8=☐	2+7=☐	1+2=☐	5+8=☐		

COMPETENCY TEST

ELM102 5. b. Write the answer for the following basic subtraction problems.

NEW MATH DIAGNOSTIC TEST

100 Problems • 100 Combinations

Copyrighted 1964

d by Kenworthy Educational Service, Inc., Buffalo, N. Y.

Name

Grade

Score **Date**

No. 2

Subtraction

7−1= ☐ 13−6= ☐ 9−4= ☐ 16−7= ☐ 6−6= ☐ 12−4= ☐

7−7= ☐ 4−1= ☐ 5−1= ☐ 9−8= ☐ 11−7= ☐ 6−0= ☐

8−4= ☐ 4−3= ☐ 10−6= ☐ 16−9= ☐ 7−6= ☐ 6−5= ☐

14−8= ☐ 11−2= ☐ 6−3= ☐ 14−9= ☐ 9−9= ☐ 7−2= ☐

17−8= ☐ 2−1= ☐ 4−2= ☐ 14−5= ☐ 11−5= ☐ 10−8= ☐

6−2= ☐ 15−7= ☐ 3−2= ☐ 8−5= ☐ 15−8= ☐ 7−5= ☐

8−1= ☐ 13−8= ☐ 2−2= ☐ 5−2= ☐ 12−8= ☐ 10−9= ☐

10-4= ☐ 10−1= ☐ 12−5= ☐ 8−2= ☐ 10−5= ☐ 16−8= ☐

5−5= ☐ 10−2= ☐ 9−6= ☐ 1−0= ☐ 0−0= ☐ 9−1= ☐

15−9= ☐ 11−8= ☐ 13−5= ☐ 11−6= ☐ 9−5= ☐ 12−9= ☐

5−3= ☐ 8−0= ☐ 13−7= ☐ 4−4= ☐ 7−0= ☐ 2−0= ☐

8−7= ☐ 3−0= ☐ 10−7= ☐ 5−0= ☐ 8−6= ☐ 12−7= ☐

10−3= ☐ 14−6= ☐ 12−6= ☐ 9−0= ☐ 9−7= ☐ 5−4= ☐

9−3= ☐ 7−4= ☐ 4−0= ☐ 17−9= ☐ 7−3= ☐ 12−3= ☐

13−9= ☐ 3−3= ☐ 15−6= ☐ 6−4= ☐ 6−1= ☐ 14−7= ☐

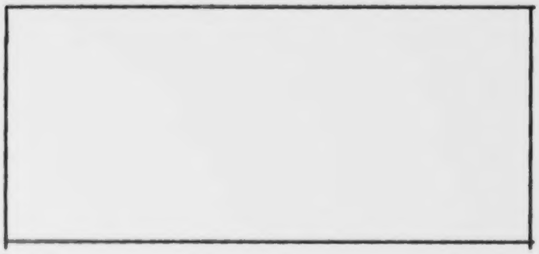
11−4= ☐ 8−3= ☐ 18−9= ☐ 11−3= ☐ 11−9= ☐ 13−4= ☐

9−2= ☐ 3−1= ☐ 8−8= ☐ 1−1= ☐

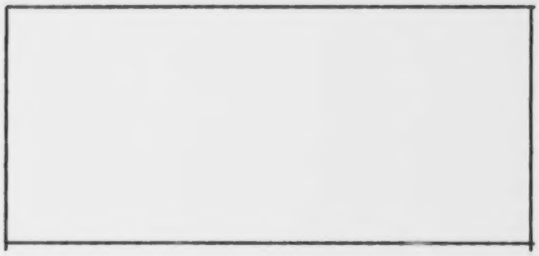
1122

COMPETENCY TEST

ELM114 8. a. Divide this box in half.



ELM116 b. Divide this box in fourths.



COMPETENCY TEST

ELM104 6. Write the answers to the following problems.

$$\begin{array}{r} 21 \\ +\quad 6 \\ \hline \end{array} \qquad \begin{array}{r} 34 \\ +\quad 5 \\ \hline \end{array} \qquad \begin{array}{r} 66 \\ +\quad 3 \\ \hline \end{array} \qquad \begin{array}{r} 72 \\ +\quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ +\quad 2 \\ \hline \end{array} \qquad \begin{array}{r} 99 \\ -\quad 2 \\ \hline \end{array} \qquad \begin{array}{r} 28 \\ -\quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ -\quad 5 \\ \hline \end{array} \qquad \begin{array}{r} 56 \\ -\quad 4 \\ \hline \end{array} \qquad \begin{array}{r} 85 \\ -\quad 5 \\ \hline \end{array}$$

COMPETENCY TEST

ELM106 7. Write the answers to the following problems.

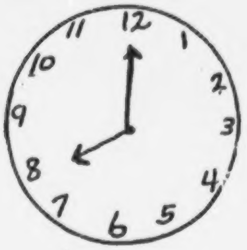
$$\begin{array}{r} 48 \\ +\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 27 \\ +\ 72 \\ \hline \end{array} \qquad \begin{array}{r} 36 \\ +\ 51 \\ \hline \end{array} \qquad \begin{array}{r} 52 \\ +\ 46 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ +\ 33 \\ \hline \end{array} \qquad \begin{array}{r} 58 \\ -\ 10 \\ \hline \end{array} \qquad \begin{array}{r} 99 \\ -\ 72 \\ \hline \end{array}$$

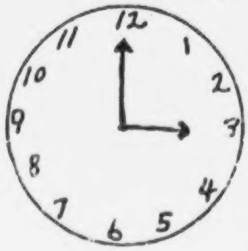
$$\begin{array}{r} 56 \\ -\ 31 \\ \hline \end{array} \qquad \begin{array}{r} 80 \\ -\ 60 \\ \hline \end{array} \qquad \begin{array}{r} 75 \\ -\ 53 \\ \hline \end{array}$$

COMPETENCY TEST

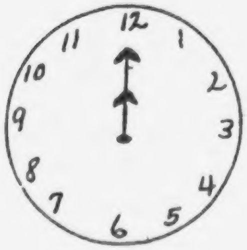
9. Circle the time the clock shows.



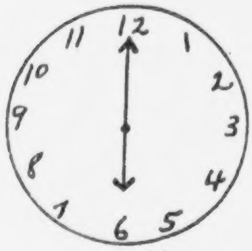
12:00
3:00
8:00



12:00
3:00
8:00



12:00
6:00
5:00



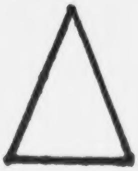
12:00
6:00
5:00

COMPETENCY TEST

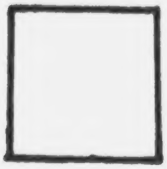
ELM128 10. What is this? (Show the student a ruler). ______________

What is it for? ______________________________________

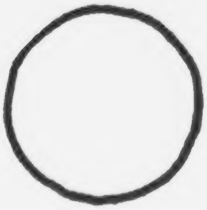
ELM138 11. Copy these shapes:



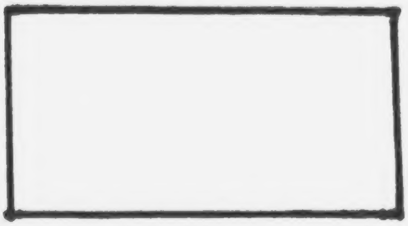
ELM142



ELM144



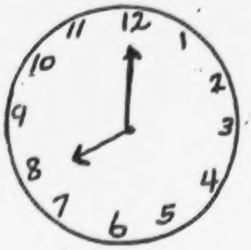
ELM140



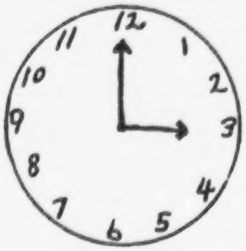
Elementary
Mathematics
First Grade

COMPETENCY TEST

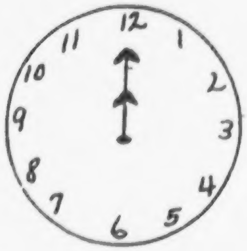
ELM120 9. Circle the time the clock shows.



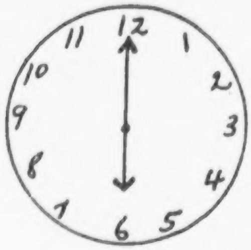
12:00
3:00
8:00



12:00
3:00
8:00



12:00
6:00
5:00



12:00
6:00
5:00

Elementary
Mathematics
Second Grade

COMPETENCY TEST

MATH

ELM154 1. Complete each row of numerals and then read them aloud.

a. 100 101 ____ ____ ____ ____

b. 115 ____ ____ ____ ____ ____

c. 128 ____ ____ ____ ____ ____

d. 162 163 ____ ____ ____ ____

e. 194 ____ ____ ____ ____ ____

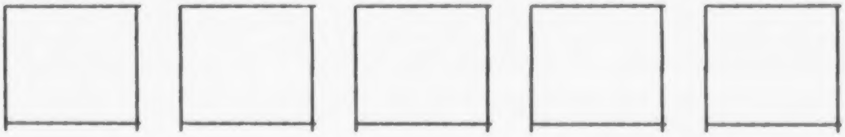
ELM150 2. Color the first box blue.

Color the third box yellow.

Color the fifth box purple.

Color the second box green.

Color the fourth box orange.



COMPETENCY TEST

ELM152 3. a. Count by 5's to 100. Yes____No____

b. Count by 10's to 100. Yes____No____

c. Count by 2's to 100. Yes____No____

ELM168 4. Circle the largest number.

a. 467 476

b. 973 937

c. 201 345

d. 610 601

e. 824 814

ELM170 5. If first grade math competency test not given, then give the basic 100 addition and subtration facts test.

COMPETENCY TEST

ELM176 6. Write the answer for these problems.

$$\begin{array}{r}2\\4\\+3\\\hline\end{array}\quad\begin{array}{r}5\\2\\+7\\\hline\end{array}\quad\begin{array}{r}3\\4\\+3\\\hline\end{array}\quad\begin{array}{r}2\\1\\+3\\\hline\end{array}\quad\begin{array}{r}6\\3\\+1\\\hline\end{array}\quad\begin{array}{r}9\\6\\+3\\\hline\end{array}$$

ELM178 7. Write the answer for these problems.

$$\begin{array}{r}254\\+443\\\hline\end{array}\quad\begin{array}{r}436\\+463\\\hline\end{array}\quad\begin{array}{r}210\\+686\\\hline\end{array}$$

$$\begin{array}{r}500\\+290\\\hline\end{array}\quad\begin{array}{r}612\\+157\\\hline\end{array}$$

COMPETENCY TEST

ELM180 8. Write the answer to these problems.

$$\begin{array}{r} 989 \\ -\ 215 \\ \hline \end{array} \qquad \begin{array}{r} 585 \\ -234 \\ \hline \end{array}$$

$$\begin{array}{r} 749 \\ -350 \\ \hline \end{array} \qquad \begin{array}{r} 587 \\ -212 \\ \hline \end{array}$$

$$\begin{array}{r} 669 \\ -204 \\ \hline \end{array}$$

COMPETENCY TEST

ELM182 9. a. We saw 7 dump trucks and 2 cars.
How many vehicles did we see? ______________

b. I see 9 boys. I see 3 girls.
How many more boys than girls do I see? ______________

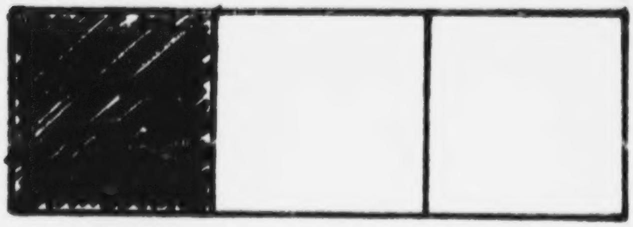
c. John and Cody built a path across the creek. They put 4 rocks in the water. They needed 3 more to get across. How many did they need in all for the path? ______________

d. Eric and Julie went to look for pretty rocks. They found 11 in all. Eric found 6 of them. How many did Julie find? ______________

COMPETENCY TEST

ELM186
ELM188

10. Circle the number that shows which part is shaded.

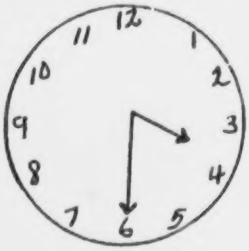


1/4 1/2 1/3

COMPETENCY TEST

MATH (CONTINUED)

ELM192 11. Circle the time the clock shows.


12
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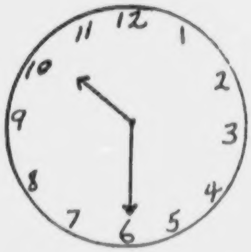
1:15 3:30 6:15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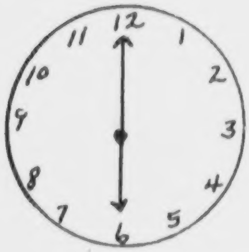
10:30 11:30 10:00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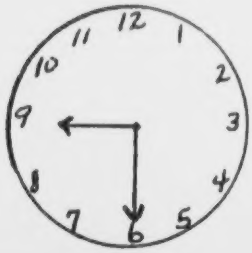
12:00 6:00 12:30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9:00 9:30 10:30

Elementary
Mathematics
Third Grade

COMPETENCY TEST

MATH

ELM232 1. Write the numerals.

a. 9 thousands 6 hundreds 5 tens 9 ones ________________

b. one thousand, six hundred forty-one ________________

c. eight thousand, nine hundred twenty-one ______________

d. four thousand, five hundred two ____________________

ELM238 2. Write (less than), (greater than), or = (equal to) in the blank.

a. 1,496 ______________ 357

b. 764 ______________ 5,798

c. 63 ______________ 63

d. 4,017 ______________ 2,462

e. 893 ______________ 890

f. 100 ______________ 100

COMPETENCY TEST

ELM242 3. What does the digit 8 mean in each numeral?

hundred thousands
hundreds
ten thousands
ones
tens
thousands

a. 1835 = ______________________________

b. 8904 = ______________________________

c. 50008 = ______________________________

d. 5280 = ______________________________

e. 869505 = ______________________________

f. 486711 = ______________________________

COMPETENCY TEST

ELM248 4. Work these problems. Watch your signs.

$$\begin{array}{r} 468 \\ +314 \\ \hline \end{array} \qquad\qquad \begin{array}{r} 119 \\ +371 \\ \hline \end{array}$$

$$\begin{array}{r} 662 \\ +228 \\ \hline \end{array} \qquad\qquad \begin{array}{r} 858 \\ -349 \\ \hline \end{array}$$

$$\begin{array}{r} 564 \\ -246 \\ \hline \end{array} \qquad\qquad \begin{array}{r} 393 \\ -185 \\ \hline \end{array}$$

COMPETENCY TEST

ELM256
ELM258

5. Solve these problems. Show your work.

   a. Jeanie saw 17 scarves and 38 balls.

      How many items did she see in all?

   b. The man had 20 TV's. He sold 12 TV's.

      How many TV's does he have left?

COMPETENCY TEST

ELM256 5. (CONTINUED)
ELM256

c. Peter counted 26 math books on one shelf and 94 math books on another shelf. How many math books were there?

d. In the store were 43 cookies and 28 ice cream bars. How many cookies than ice cream bard were in the store?

COMPETENCY TEST

ELM270 6. Write the answer to these problems.

a. $\begin{array}{r} 34 \\ \underline{\text{x } 5} \end{array}$ b. $\begin{array}{r} 75 \\ \underline{\text{x } 3} \end{array}$ c. $\begin{array}{r} 67 \\ \underline{\text{x } 4} \end{array}$

d. $\begin{array}{r} 48 \\ \underline{\text{x } 2} \end{array}$ e. $\begin{array}{r} 26 \\ \underline{\text{x } 4} \end{array}$

ELM284 7. Solve these problems. Show your work.

a. $5\overline{)46}$ b. $3\overline{)20}$

c. $8\overline{)41}$ d. $7\overline{)30}$

e. $4\overline{)38}$

Elementary
Mathematics
Third Grade

COMPETENCY TEST

ELM284 8. Draw a picture to show each fraction.

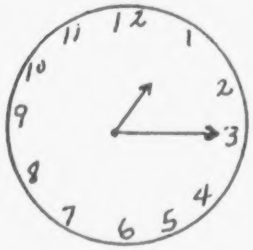
a. 1/4

b. 3/4

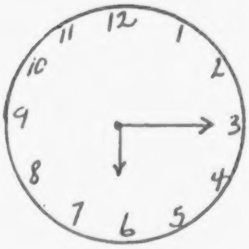
c. 2/3

COMPETENCY TEST

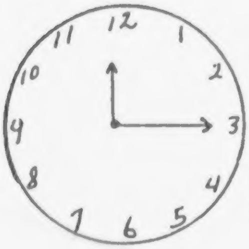
ELM286 9. Circle the time the clock shows.



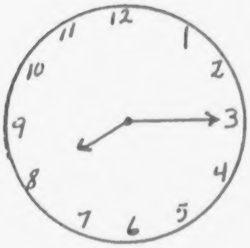
1:15
2:15
2:05



6:05
3:30
6:15



12:15
3:00
1:15



3:40
8:15
7:15

COMPETENCY TEST

ELM290
ELM292

10. Fill in the missing numerals.

a. 2 pennies = ______________

b. 3 nickels = ______________

c. 2 dimes = ______________

d. 2 quarters = ______________

e. 3 half-dollars = ______________

f. 1 dollar = ______________

ELM314

11. Put a check mark in front of the ones you use to measure liquid.

__________ a. cups

__________ b. pints

__________ c. inch

__________ d. quart

__________ e. gallon

__________ f. foot

__________ g. yard

__________ h. liter

Elementary
Mathematics
Fourth Grade

COMPETENCY TEST

MATH

ELM322 1. Read these numerals aloud:

a. 169,301 b. 243,867

c. 596,042 d. 106,492

ELM328 2. Write these numerals in word form.

a. 4 ____________________

b. 36 ____________________

c. 419 ____________________

d. 9613 ____________________

____

e. 4093 ____________________

____

f. 2782 ____________________

____

COMPETENCY TEST

ELM338 3. Work these problems. Watch your signs.

a. 684
+263

b. 968
+369

c. 578
+464

d. 479
857
+486

e. 477
995
+586

f. 910
602
+878

g. 720
-562

h. 983
-596

i. 723
-647

COMPETENCY TEST

ELM342
ELM344
ELM362
ELM364

4. Read and solve these problems. Show your work.

   a. Russell cut 75 cherry pies and 175 apple pies. How many pies did he cut?

   b. Jeanie sold 360 bags of popcorn. Jennifer sold 470 bags of popcorn. How many bags of popcorn did they sell?

   c. The children from Maypearl school took 107 pictures at the zoo. The children from Red Oak school took 89 pictures. How many more pictures did the children from Maypearl take?

   d. There are 435 students from Rockwall playing ball. There are 278 students listening to music. How many more students are playing ball?

COMPETENCY TEST

ELM342
ELM344
ELM362
ELM364

e. The classroom has 5 rows of desks with 7 desks in each row. How many desks are in the classroom?

f. Nancy has 6 boxes of cookies. In each box there are 36 cookies. How many cookies does Nancy have?

g. Charles has 81 oranges and 9 bags. He wants to put the same number of oranges in each bag. How many oranges will be in each bag?

h. There were 7 children playing a dart game. There were 21 darts. Timmy gave each child the same number of darts. How many darts did each child get?

COMPETENCY TEST

ELM346 5. Write the answer for the following basic multiplication problems.

Copyrighted 1964

Published by Kenworthy Educational Service, Inc., Buffalo, N.Y.

Score ______________ Date ______________ Multip[illegible]

3[illegible]= ☐

6×3= ☐

6×1= ☐

8[illegible] ☐

8× [illegible]=

7×8= ☐

5×6= ☐

7×4= ☐

2×9= ☐

1×9= ☐

5×5= ☐

5×1= ☐

8×4= ☐

7×0= ☐

8×5= ☐

7×9= ☐

3×7= ☐

☐

0×0=

0×3= ☐

3×8= ☐

5×3= ☐

9×9= ☐

8×0= ☐

1×2= ☐

4×9= ☐

8×1= ☐

5×8= ☐

9×3= ☐

2×6= ☐

2×0= ☐

9×7= ☐

2×8= ☐

0×2= ☐

5×2= ☐

0×1= ☐

6×5= ☐

0×6= ☐

5×9= ☐

0×5= ☐

5×0= ☐

1×3= ☐

5×7= ☐

2×4= ☐

3×6= ☐

7×3= ☐

7×1= ☐

5×4= ☐

1×6= ☐

3×9= ☐

1×8= ☐

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7×5= ☐

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4×6= ☐

9×4= ☐

9×5= ☐

1×4= ☐

9×0= ☐

4×2= ☐

8×2= ☐

9×1= ☐

7×6= ☐

4×1= ☐

8×6= ☐

3×4= ☐

1×1= ☐

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7×7= ☐

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8×9= ☐

3×5= ☐

6×9= ☐

6×8= ☐

4×3= ☐

2×1= ☐

6×6= ☐

3×0= ☐

4×8= ☐

6×0= ☐

8×8= ☐

6×4= ☐

9×2= ☐

4×0= ☐

8×7= ☐

2×7= ☐

2×3= ☐

2×2= ☐

9×8= ☐

4×7= ☐

2×5= ☐

9×6= ☐

4×5= ☐

6×7= ☐

0×8= ☐

0×4= ☐

6×2= ☐

7×2= ☐

0×9= ☐

COMPETENCY TEST

ELM348 6. Write the answers for the following basic division problems.

[illegible] 60

DALLAS INDEPENDENT SCHOOL DISTRICT
DALLAS, TEXAS

Form 1

THE 90 DIVISION FACTS

Name____ Date________________

1.	2)4	2)6	3)6	2)8	4)8	2)10	5)10	3)9	1)3
2.	1)7	1)5	1)2	1)6	1)4	3)3	7)7	5)5	2)2
3.	6)6	4)4	8)8	1)8	1)1	1)9	9)9	2)12	3)15
4.	3)12	3)18	2)14	2)16	9)18	6)12	5)15	4)12	6)18
5.	7)14	8)16	2)18	4)16	2)0	6)0	8)0	9)0	1)0
6.	4)0	7)0	5)0	3)0	4)20	3)21	8)24	4)28	9)27
7.	6)24	5)25	5)20	7)21	3)24	7)28	3)27	4)24	7)35
8.	4)36	5)35	9)36	5)30	6)36	8)32	6)30	4)32	9)45
9.	5)45	6)42	7)49	8)48	7)42	5)40	6)48	8)40	9)54
10.	8)64	6)54	7)56	9)63	8)56	7)63	9)81	8)72	9)72

1152

COMPETENCY TEST

ELM352
ELM354
ELM356

7. Solve these problems. Show your work.

a. $\begin{array}{r} 273 \\ \underline{\times\ 3} \end{array}$

b. $\begin{array}{r} 367 \\ \underline{\times\ 7} \end{array}$

c. $\begin{array}{r} 829 \\ \underline{\times\ 6} \end{array}$

d. $\begin{array}{r} 217 \\ \underline{\times 10} \end{array}$

e. $\begin{array}{r} 217 \\ \underline{\times 10} \end{array}$

f. $\begin{array}{r} 970 \\ \underline{\times 50} \end{array}$

g. $9\overline{)300}$

h. $2\overline{)557}$

i. $8\overline{)898}$

COMPETENCY TEST

ELM370 8. Work these problems. Watch your signs.

a. $$\begin{array}{r} \frac{1}{4} \\ + \frac{1}{4} \\ \hline \end{array}$$

b. $$\begin{array}{r} \frac{3}{8} \\ + \frac{4}{8} \\ \hline \end{array}$$

c. $$\begin{array}{r} \frac{4}{10} \\ + \frac{5}{10} \\ \hline \end{array}$$

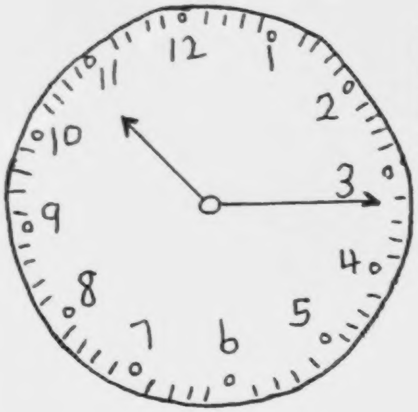
d. $$\begin{array}{r} \frac{9}{10} \\ - \frac{6}{10} \\ \hline \end{array}$$

e. $$\begin{array}{r} \frac{4}{5} \\ - \frac{2}{5} \\ \hline \end{array}$$

f. $$\begin{array}{r} \frac{3}{4} \\ - \frac{2}{4} \\ \hline \end{array}$$

COMPETENCY TEST

ELM374 9. Circle the time the clock shows.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10:00
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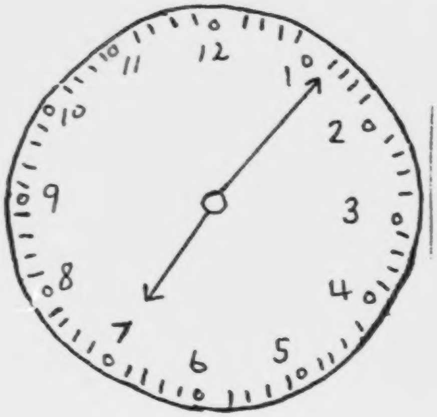
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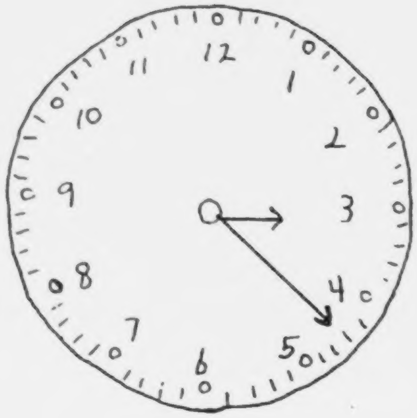
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3:22
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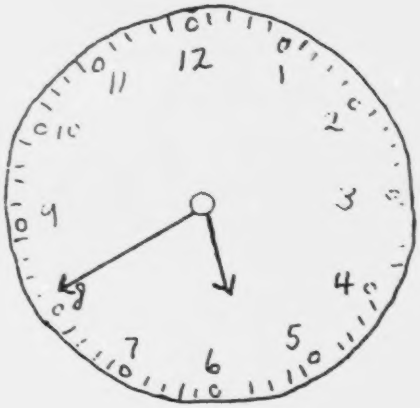
3:25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6:40
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5:41

COMPETENCY TEST

ELM380 10. Solve these problems. Watch your signs.

a.
$$\begin{array}{r} \$\ 10.00 \\ +\ \$\ \ 7.21 \\ \hline \end{array}$$

b.
$$\begin{array}{r} \$\ 9.62 \\ +\ \$\ 2.89 \\ \hline \end{array}$$

c.
$$\begin{array}{r} .70 \\ +\ .20 \\ \hline \end{array}$$

d.
$$\begin{array}{r} \$\ 5.00 \\ -\ \$\ 4.63 \\ \hline \end{array}$$

e.
$$\begin{array}{r} \$\ 10.00 \\ -\ \$\ \ 4.98 \\ \hline \end{array}$$

f.
$$\begin{array}{r} .87 \\ -\ .62 \\ \hline \end{array}$$

ELM386
ELM390 11. Fill in the missing numerals.

a. 1 foot ______________inches

b. 1 yard ______________feet

c. 1 yard ______________inches

d. 1 quart ______________pints

e. 1 gallon ______________quarts

COMPETENCY TEST

ELM392 12. a. Match the Roman numeral with the correct numeral.

X	4
C	50
L	100
IV	10

b. Write the Roman numeral for these numbers.

(1) 23 = ____________________

(2) 45 = ____________________

(3) 91 = ____________________

(4) 19 = ____________________

COMPETENCY TEST

MATH

ELM406 1. Write these numerals in word form.

a. 56 ______________________________

b. 563 ______________________________

c. 5632 ______________________________

____

d. 56329 ______________________________

____

e. 94001 ______________________________

____

Elementary
Mathematics
Fifth Grade

COMPETENCY TEST

MATH

ELM408 2. What does the digit 4 mean in each of these numerals.

a. 6,493,007 = ______________________________

____

b. 4,693,007 = ______________________________

____

c. 6,681,204 = ______________________________

____

d. 2,643,100 = ______________________________

____

e. 2,691,417 = ______________________________

____

f. 2,691,349 = ______________________________

____

g. 3,894,651 = ______________________________

____

Elementary
Mathematics
Fifth Grade

COMPETENCY TEST

MATH

ELM410 3. Add these problems. Show your work.

$$\begin{array}{r} 5796 \\ +3986 \\ \hline \end{array}$$

$$\begin{array}{r} 8347 \\ +2794 \\ \hline \end{array}$$

$$\begin{array}{r} 7245 \\ +6976 \\ \hline \end{array}$$

$$\begin{array}{r} 8137 \\ 9825 \\ +4975 \\ \hline \end{array}$$

$$\begin{array}{r} 9753 \\ 3568 \\ +4975 \\ \hline \end{array}$$

$$\begin{array}{r} 9376 \\ 7295 \\ +3892 \\ \hline \end{array}$$

COMPETENCY TEST

MATH

ELM414 4. Subtract:

$$\begin{array}{r} 1047 \\ -\ 348 \\ \hline \end{array} \qquad \begin{array}{r} 4000 \\ -\ 928 \\ \hline \end{array}$$

$$\begin{array}{r} 6427 \\ -\ 429 \\ \hline \end{array} \qquad \begin{array}{r} 7510 \\ -2346 \\ \hline \end{array}$$

$$\begin{array}{r} 3928 \\ -1947 \\ \hline \end{array} \qquad \begin{array}{r} 8274 \\ -2647 \\ \hline \end{array}$$

COMPETENCY TEST

MATH

ELM424
ELM426
ELM428

5. Multiply:

$$\begin{array}{r}53\\ \underline{x65}\end{array} \qquad \begin{array}{r}68\\ \underline{x49}\end{array}$$

$$\begin{array}{r}72\\ \underline{x28}\end{array} \qquad \begin{array}{r}413\\ \underline{x29}\end{array}$$

$$\begin{array}{r}849\\ \underline{x46}\end{array} \qquad \begin{array}{r}756\\ \underline{x75}\end{array}$$

ELM430
ELM432

6. Solve these problems.

$3\overline{)1708}$ $\qquad$ $4\overline{)6341}$

$5\overline{)6037}$ $\qquad$ $21\overline{)543}$

$18\overline{)823}$ $\qquad$ $39\overline{)408}$

Elementary
Mathematics
Fifth Grade

COMPETENCY TEST

MATH

ELM434
ELM436

7. Solve these problems. Show your work.

a. Allan is on the school track team. Last week during practice he ran around the tract 24 times. The distance around the tract is 440 yards. How many yards did he run last week?

____

____

b. Sixty-three sailboats were delivered to Carla's and Frank's Boat Yard. Each sailboat weighs 2036 pounds. How much do the sailboats weigh all together?

____

____

c. The Arlington Radio Company makes 42 radios each day. How many days will it take them to make 13,020 radios?

____

____

d. Jeremy delivers newspapers to 38 families each day. He has delivered 1824 newspapers since he began this job. How many days has he worked?

____

____

Elementary
Mathematics
Fifth Grade

COMPETENCY TEST

MATH

ELM438 8. Solve these fraction problems. Watch your signs.
Show your work.

$$\begin{array}{r} 14\,\frac{10}{12} \\ \underline{+4\,\frac{1}{12}} \end{array} \qquad \begin{array}{r} 5\,\frac{1}{8} \\ \underline{+2\,\frac{5}{8}} \end{array}$$

$$\begin{array}{r} 5\,\frac{3}{10} \\ \underline{+4\,\frac{4}{10}} \end{array} \qquad \begin{array}{r} 14\,\frac{11}{12} \\ \underline{-4\,\frac{7}{12}} \end{array}$$

$$\begin{array}{r} 70\,\frac{3}{4} \\ \underline{-46\,\frac{2}{4}} \end{array} \qquad \begin{array}{r} 10\,\frac{5}{6} \\ \underline{-8\,\frac{3}{6}} \end{array}$$

Elementary
Mathematics
Fifth Grade

COMPETENCY TEST

MATH

ELM444
ELM446

9. Solve these problems. Watch your signs. Show your work.

$$\begin{array}{r} 12\frac{1}{2} \\ \underline{+15\frac{1}{3}} \end{array} \qquad \begin{array}{r} 7\frac{5}{12} \\ \underline{+4\frac{1}{4}} \end{array}$$

$$\begin{array}{r} 8\frac{2}{4} \\ \underline{+6\frac{1}{8}} \end{array} \qquad \begin{array}{r} 9\frac{1}{2} \\ \underline{-4\frac{2}{6}} \end{array}$$

$$\begin{array}{r} 10\frac{3}{4} \\ \underline{-8\frac{5}{6}} \end{array} \qquad \begin{array}{r} 4\frac{4}{5} \\ \underline{-1\frac{1}{2}} \end{array}$$

COMPETENCY TEST

MATH

ELM470
ELM472 10. Solve these decimal problems. Watch your signs.
Show your work.

$$\begin{array}{r} 9.27 \\ \underline{+1.36} \end{array} \qquad \begin{array}{r} .5 \\ \underline{+.39} \end{array}$$

$$\begin{array}{r} 79.07 \\ \underline{+62.49} \end{array} \qquad \begin{array}{r} 29.84 \\ \underline{-\ 5.83} \end{array}$$

$$\begin{array}{r} 3.79 \\ \underline{-1.35} \end{array} \qquad \begin{array}{r} .73 \\ \underline{-.65} \end{array}$$

ELM474 11. Solve these decimal problems.

$$\begin{array}{r} 1.06 \\ \underline{\mathrm{X}\ \ 5} \end{array} \qquad \begin{array}{r} .62 \\ \underline{\mathrm{X}\ 7} \end{array} \qquad \begin{array}{r} 2.86 \\ \underline{\mathrm{X}.\ 3} \end{array}$$

$$6\overline{).24} \qquad 7\overline{)2.52} \qquad 2\overline{)2.86}$$

COMPETENCY TEST

MATH

ELM374
ELM384
ELM386
ELM388

12. Fill in the blanks.

a.____________________weeks = 1 year

b.____________________feet = 1 mile

c.____________________quarts = 1 gallon

d.____________________pints = 1 quart

e.____________________cups = 1 pint

f.____________________ounces = 1 pound

g.____________________inches = 1 foot

Elementary
Mathematics
Sixth Grade

COMPETENCY TEST

MATH

ELM478 1. What does the digit 3 mean in each numeral?

a. 430,168,276 = 3 ______________________

b. 85,893,957 = 3 ______________________

c. 8,311,904,000 = 3 ____________________

d. 3,987,642,105 = 3 ____________________

e. 722,365,104 = 3 ______________________

f. 659,280,230 = 3 ______________________

g. 2,612,954,360 = 3 ____________________

Elementary
Mathematics
Sixth Grade

COMPETENCY TEST

MATH

ELM482 2. Round these numbers to the nearest 100.

a. 7863 = ________________

b. 9124 = ________________

c. 8631 = ________________

d. 7794 = ________________

e. 681 = ________________

ELM486
ELM488 3. Solve these problems. Watch your signs. Show your work.

$$\begin{array}{r}53,985\\ +\ 7,580\\ \hline\end{array}\qquad\begin{array}{r}15,749\\ +11,658\\ \hline\end{array}\qquad\begin{array}{r}83,463\\ +79,679\\ \hline\end{array}$$

$$\begin{array}{r}15,749\\ -11,658\\ \hline\end{array}\qquad\begin{array}{r}69,756\\ -57,968\\ \hline\end{array}\qquad\begin{array}{r}78,096\\ -47,789\\ \hline\end{array}$$

COMPETENCY TEST

MATH

ELM490 4. Solve these problems. Show your work.

$$\begin{array}{r}453\\ \underline{\text{X }62}\end{array}$$

$$\begin{array}{r}713\\ \underline{\text{X }34}\end{array}$$

$$\begin{array}{r}524\\ \underline{\text{X }59}\end{array}$$

ELM492 5. Solve these problems.

$145\overline{)8919}$ $116\overline{)5645}$

$252\overline{)4379}$

Elementary
Mathematics
Sixth Grade

COMPETENCY TEST

MATH

ELM498 6. Change the mixed numbers to improper fractions.

a. 3 2/3 = ______________ c. 16 3/4 = ______________

b. 4 9/10 = ______________ d. 25 4/5 = ______________

Change the improper fraction to a mixed numeral.

a. $\frac{37}{8}$ = ______________ c. $\frac{12}{8}$ = ______________

b. $\frac{103}{5}$ = ______________ d. $\frac{982}{3}$ = ______________

COMPETENCY TEST

MATH

ELM502 7. Reduce these numerals to simplest form.

a. $\frac{4}{8}$ = ____________

b. $\frac{5}{20}$ = ____________

c. $\frac{6}{3}$ = ____________

d. $\frac{9}{4}$ = ____________

e. $\frac{37}{12}$ = ____________

f. $\frac{16}{24}$ = ____________

COMPETENCY TEST

MATH

ELM506 8. Multiply these fractions. Show your work.

a. $\frac{2}{5} \times \frac{4}{9} =$ ______________________

b. $\frac{3}{10} \times \frac{2}{9} =$ ______________________

c. $\frac{3}{7} \times \frac{5}{8} =$ ______________________

d. $6 \times \frac{1}{6} =$ ______________________

e. $6\frac{3}{7} \times \frac{1}{5} =$ ______________________

f. $1\frac{1}{10} \times 3\frac{1}{3} =$ ______________________

g. $3\frac{5}{6} \times 2\frac{2}{3} =$ ______________________

Elementary
Mathematics
Sixth Grade

COMPETENCY TEST

MATH

ELM508 9. Read these numbers aloud, then write what the digit 2 means in each.

a. Reading the numbers: Can ______________

Cannot ____________

b. 3.231 = 2 ________________________________

c. 41.429 = 2 ________________________________

d. 684.342 = 2 ________________________________

e. 3.827 = 2 ________________________________

f. 108.264 = 2 ________________________________

g. 94.682 = 2 ________________________________

Elementary
Mathematics
Sixth Grade

COMPETENCY TEST

MATH

ELM512
ELM514

10. Solve these problems. Watch your signs. Show your work.

$$\begin{array}{r} 9.029 \\ +4.050 \\ \hline \end{array} \qquad \begin{array}{r} 6.24 \\ +\ .395 \\ \hline \end{array}$$

$$\begin{array}{r} 2.981 \\ +\ .735 \\ \hline \end{array} \qquad \begin{array}{r} 1.640 \\ -\ .082 \\ \hline \end{array}$$

$$\begin{array}{r} 1.043 \\ -\ .889 \\ \hline \end{array} \qquad \begin{array}{r} 192.45 \\ -\ 67.89 \\ \hline \end{array}$$

Elementary
Mathematics
Sixth Grade

COMPETENCY TEST

MATH

ELM516
ELM518
ELM520

11. Multiply these decimal numerals. Show your work.

$$\begin{array}{r} .015 \\ \underline{\text{X}\quad 4} \end{array} \qquad \begin{array}{r} 7.691 \\ \underline{\text{X}\quad 9} \end{array}$$

$$\begin{array}{r} 35.742 \\ \underline{\text{X}\quad 6} \end{array} \qquad \begin{array}{r} 4.569 \\ \underline{\text{X}\quad 400} \end{array}$$

$$\begin{array}{r} 9.146 \\ \underline{\text{X}\quad 432} \end{array} \qquad \begin{array}{r} 35.742 \\ \underline{\text{X}\quad 148} \end{array}$$

$$\begin{array}{r} 1.98 \\ \underline{\text{X}\ .05} \end{array} \qquad \begin{array}{r} 4.094 \\ \underline{\text{X}\quad .38} \end{array}$$

$$\begin{array}{r} 72.69 \\ \underline{\text{X}\ .024} \end{array}$$

COMPETENCY TEST

MATH

ELM522 12. Divide these decimal numerals. Show your work.

$$7\overline{)9.45}$$

$$3\overline{)3.141}$$

$$8\overline{).424}$$

COMPETENCY TEST

MATH

ELM524 13. Fill in the missing numerals.

a. 1 ton = ______________ pounds

b. freezing point

________________F

________________C

c. boiling point

_______________F

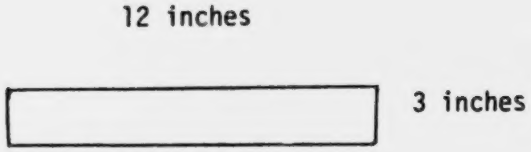
_______________C

(

COMPETENCY TEST

MATH

ELM530 14. Find the area of the rectangle.


12 inches
3 inches

____

BASIC SPELLING WORDS

Pre-Primer

a
about
all
and
are
at
big
can
do
for
go
have
he
his
I
in
is
it
little
me
my
not
of
on
one
out
see
she
that
the
them
there
they
to
up
was
we
went
what
which
will
with
you

Primer

again
an
any
as
away
back
be
better
boy
but
by
call
came
come
could
day
did
down
from
get
give
good
had
help
her
here
him
house
how
into
its
just
let
like
long
look
made
make
man
many
may
mean
must
no
now
old
over
play
please
put
ran
run
said
saw
say
so
some
take
tell
thank
then
this
time
toe
two
us
want
water
well
were
when
where
who
why
would
your

First Grade

above
after
against
alone
along
am
another
answer
ask
bear
bed
been
before
best
between
bird
children
close
cover
cut
does
dog
door
eat
even
eye
far
fast
feel
find
fine
first
hand
hard
has
head
hear
heard
hope
if
keep
know
last
laugh
letter
live
love
matter
much
name
near
never
new
night
nothing
off
oh
once
open
or
other
pay
present
rabbit
stop
such
sure
their
thing
think
three
took
tree
try
under
until
use
very
walk
way

black
blue
book
both
brown
car
cat
catch
chair
found
four
friend
gave
girl
got
gray
guess
half
meet
might
milk
more
morning
most
mother
Mr.
red
same
school
seem
send
sleep
soon
still
white
wish
without
work
write
year
yes
young

Second Grade

afraid
ago
almost
always
animal
around
ate
baby
bad
ball
basket
because
began
being
believe
birthday
boat
bring
buy
care
carry
change
city
clean
cold
country
dinner
done
each
early
egg
either
end
enough
evening
every
fair
fall
farm
father
few
fire
glad
great
green
happy
high
hold
home
hundred
kept
land
late
lay
learn
light
line
mind
miss
month
need
only
our
own
paper
part
pass
people
place
point
pretty
pull
reach
read
reason
remember
rest
right
roll
room
round
sat
second
sent
set
several
short
show
sing
six
something
stand
start
street
summer
table
talk
ten
than
those
till
today
together
town
train
true
turn
upon
wait
week
whole
word
yellow
yet

Third Grade

already
also
anything
arm
bag
barn
beautiful
behind
bell
bit
blow
board
box
bread
dark
different
don't
draw
dress
drink
ear
ever
everything
expect
face
feed
feet
fell
ground
grow
held
hide
hill
hit
hole
horse
hot
hungry
I'll
jump
kind
knew
number
often
party
picture
piece
poor
quiet
rain
ready
ride
ring
road
seen
sell
speak
stay
stone
story
strong
sun
suppose
surprise
these
third
thought
though
told
tomorrow

bright
brother
busy
cap
child
coat
company
cost
course
cry
dance
field
fill
five
floor
flower
fly
full
fun
game
garden
gone
large
leave
left
lost
lot
men
minute
money
move
Mrs.
noise
shake
shall
shoe
should
side
sister
sit
small
snow
sometime
song
top
warm
watch
while
win
wind
window
winter
woman
wood
yard

Fourth Grade

across
address
afternoon
air
beg
begin
body
break
brought
child
can't
card
case
cause
class
clear
color
copy
cross
dead
deep
didn't
die
dig
drive
drop
east
eight
else
except
family
felt
finish
fit
fix
foot
forget
front
hair
hat
heart
heavy
instead
lady
lead
leg
low
mail
mark
mile
mine
music
myself
next
nice
note
ought
page
past
plant
print
quick
quite
rather
real
river
save
sea
seven
ship
sick
sign
silk
sold
sound
south
spring
step
store
suit
sweet
teach
though
thousand
touch
visit
wall
war
wash
wear
weather
west
whether
whose
wide
wonder
world
wrong
wrote
yesterday
yourself

Fifth Grade

able
absent
act
add
ahead
alike
alive
although
among
amount
angry
anybody
apart
apple
church
climb
cloth
clothes
college
cook
cool
count
cup
decide
doctor
doesn't
dollar
dry
haven't
horn
hour
hunt
hurry
hurt
idea
inside
interest
iron
kick
kill
knock
least
paint
pencil
person
pick
plan
possible
pound
pour

practice
price
push
really
receive
rich
soft
son
sorry
spend
spoil
stamp
star
state
station
steal
stitch
straight
strange
struck

Sixth Grade

asleep
awful
bank
beat
belong
bill
born
bother
bottom
bought
bridge
broken
brush
burn
business
button
candy
caught
cent
certain
choose
during
excuse
fat
fed
fight
finger
fold
follow
food
forgot
free
fruit
funny
glass
gold
grade
grew
handle
hang
happen
hardly
lie
life
lift
listen
lose
measure
meat
middle
mistake
mix
mountain
news
nine
nobody
nor
north
nose
o'clock
office
order
paid
rock
rubber
rule
sad
safe
sail
sale
seat
sew
shine
shoot
shot
shut
since
sir
size
skin
slip
slow
smoke
study
supper
swim
teeth
threw
throw
tie
tire
trade
trip
trouble
understand
wagon
weigh
wet
whom
won't
wouldn't
wrap
written

ESSENTIAL VOCABULARY

ADULTS ONLY
ANTIDOTE

BEWARE
BEWARE OF THE DOG
BUS STATION
BUS STOP

CAUTION
CLOSED
COMBUSTIBLE
CONTAMINATED
CONDEMMED

DEEP WATER
DENTIST
DON'T WALK
DO NOT CROSS, USE TUNNEL
DO NOT CROWD
DO NOT ENTER
DO NOT INHALE FUMES
DO NOT PUSH
DO NOT FREEZE
DO NOT SHOVE
DO NOT STAND UP
DO NOT USE NEAR HEAT
DO NOT USE NEAR OPEN FLAME
DOCTOR (DR.)
DOWN
DYNAMITE

ELEVATOR
EMERGENCY EXIT
EMPLOYEES ONLY
ENTRANCE
EXIT
EXIT ONLY
EXPLOSIVES
EXTERNAL USE ONLY

FALLOUT SHELTER
FIRE ESCAPE
FIRE EXTINGUISHER
FIRST AID
FLAMMABLE
FOUND
FRAGILE

GASOLINE
GATE
GENTLEMEN

HANDLE WITH CARE
HANDS OFF
HELP
HIGH VOLTAGE

IN
INFLAMMABLE
INFORMATION
INSTRUCTIONS

KEEP AWAY
KEEP CLOSED AT ALL TIMES
KEEP OFF (THE GRASS)
KEEP OUT

LADIES
LOST
LIVE WIRES

MEN

NEXT (WINDOW) (GATE)
NO ADMITTANCE
NO CHECKS CASHED
NO CREDIT
NO DIVING
NO DOGS ALLOWED
NO DUMPING
NO FIRES
NO LOITERING
NO FISHING
NO HUNTING
NO MINORS
NO SMOKING
NO SPITTING
NO SWIMMING
NO TOUCHING
NO TRESPASSING
NOT FOR EXTERNAL USE
NOXIOUS
NURSE

OFFICE
OPEN
OUT
OUT OF ORDER

PEDESTRIANS PROHIBITED
POISON
POISONOUS
POLICE (STATION)
POLICEMAN
POST NO BILLS
POST OFFICE
POSTED
PRIVATE
PRIVATE PROPERTY
PULL
PUSH

SAFETY FIRST
SHALLOW WATER
SHELTER
SMOKING PROHIBITED
STEP DOWN (UP)

TAXI (STAND)
TERMS CASH
THIN ICE
THIS END UP
THIS SIDE UP

UP
USE BEFORE (DATE)
USE IN OPEN AIR
USE OTHER DOOR
USE REAR ENTRANCE
USE SIDE ENTRANCE

VIOLATERS WILL BE PROSECUTED

WALK
WANTED
WARNING
WATCH YOUR STEP
WET PAINT
WOMEN

ALL CARS (TRUCKS) STOP
ASK ATTENDANT FOR KEY

BEWARE OF CROSS WINDS
BRIDGE OUT
BUS ONLY

CAUTION
CONSTRUCTION ZONE
CURVE

DANGER
DANGEROUS CURVE
DEAD END
DEER (CATTLE) CROSSING
DETOUR
DIM LIGHTS
DIP
DO NOT BLOCK WALK (DRIVEWAY)
DO NOT ENTER
DRIFTING SAND
DRIVE SLOW

EMERGENCY VEHICLES ONLY
END
END CONSTRUCTION
ENTRANCE
EXIT ONLY
EXIT SPEED 30

FALLING ROCKS
FLOODED
FLOODS WHEN RAINING
FOUR WAY STOP
FREEWAY

GARAGE
GO SLOW

HOSPITAL ZONE

INSPECTION STATION

JUNCTION

KEEP TO THE LEFT
KEEP TO THE RIGHT

LANE ENDS
LAST CHANCE FOR GAS
LEFT LANE MUST TURN LEFT
LEFT TURN ON THIS SIGNAL ONLY
LEFT TURN ONLY

LEFT TURN O.K.
LOADING ZONE
LOOK
LOOK OUT FOR CARS (TRUCKS)
LISTEN
LOW BRIDGE

M.P.H.
MECHANIC ON DUTY
MEN WORKING
MERGE LEFT (RIGHT)
MERGING TRAFFIC
MILITARY RESERVATION

NEXT
NO LEFT TURN
NO PARKING
NO PASSING
NO RIGHT TURN ON RED
NO SMOKING
NO STANDING
NO STOPPING
NO TURNS
NO "U" TURNS
NOT A THROUGH STREET

ONE-WAY DO NOT ENTER
ONE-WAY STREET

PAVEMENT ENDS
PLAYGROUND
PROCEED AT YOUR OWN RISK
PRIVATE ROAD
PUT ON CHAINS

R.R.
RAILROAD CROSSING
RESUME SPEED
RIGHT LANE MUST TURN RIGHT
RIGHT TURN ONLY
ROAD CLOSED
ROAD ENDS

SCHOOL STOP
SCHOOL ZONE
SLIDE AREA
SLIPPERY WHEN WET (FROSTY)
SLOW DOWN
SLOWER TRAFFIC KEEP RIGHT

SPEED CHECKED BY RADAR
STEEP GRADE
STOP
STOP AHEAD
STOP FOR PEDESTRIANS
STOP WHEN OCCUPIED
STOP MOTOR

THIS LANE MAY TURN LEFT
THIS ROAD PATROLLED BY AIRCRAFT
THREE WAY LIGHT
TURN OFF 1/4 MILE
TURN OFF
TRAFFIC CIRCLE
TRUCK ROUTE

UNLOADING ZONE
USE LOW GEAR

WATCH FOR FLAGMAN
WINDING ROAD
WATCH FOR LOW FLYING AIRCRAFT

YIELD RIGHT OF WAY

DOLCH I:

THE SEE-SAW

Jane was going to the store. She went down the street. She saw a boy and a little dog.

The boy said, "Come and play with me. You may play with my dog." Jane said, "I will play with you. What can the dog do? He is not very big."

"He is a good dog," said the boy. "He can run and jump. And he can ride a see-saw."

"Oh, I want to see him ride," said Jane. "Where is it?"

"I have it in here," the boy said.

He said to the dog, "Go find the see-saw. We will have a ride."

The dog ran to the see-saw.

"Do you like to ride?" said the boy. "Say yes."

The dog said, "Bow-wow!"

"Look at this," said the boy. "I am up and he is down. He is up and I am down."

"What a funny ride for a dog!" said Jane.

Did you ever see a dog ride a see-saw?

DOLCH II:

CAMPING OUT

Some boys went camping. They were going to sleep in a brown tent. They put it up by a tree. Two of the boys went into the tent to make the beds. They had put up the tent too fast, and it soon came down on them. The boys were under it. They could not get out. The other three boys began to laugh. The boys began to call, "Help, help!" Stop laughing and give us some help. This is no fun.

After the tent was up, they made the beds. Then they all went for a walk. There were so many pretty flowers they picked some to take home. The flowers were red and blue and white, They saw some green and black berries., but they were not good to eat. They saw an old woman. One of the boys gave his flowers to her. She was very pleased at that. She said to him, "Thank you for your flowers."

After supper one boy said, "Who has to do the dishes while we are away from home?"

"We will all do dishes now," said another boy.

"Yes, and then we will read and sing until bedtime."

DOLCH III:

THE BEST THING IN THE WORLD

Once upon a time there were four brothers who lived in a far away land. Their father was an old king. One day he said, "I will not live long now. Today you must start out into the world. In a year, bring back the best thing you have found. The one who can pick the best thing shall be the new king."

The first brother said, "I will look in every city or town. I will buy the best thing I can find for my father."

The next two brothers said, "We will both go on fast ships over the sea. We will find something better."

The last brother said, "I am going to ask the people here in our land to tell me the best things." The other three brothers began to laugh.

"Then you will never be king!" they said.

The last brother started off. When he had gone about six miles, he met a man.

"What do you carry in those big bags?" he asked.

"The best things in the world," said the man. "These are full of the good nuts which fall from the nut trees."

"I don't think that will work," said the brother to himself. "I must try again."

The brother went on another seven miles. He found a small brown bird. It had been hurt so he put it in his coat where it could keep warm. As he went on, he saw a little girl crying. He ran to meet her.

"Why are you crying?" he asked.

DOLCH III:

The Best Thing in the World (Con'd.)

"I want to get some water from the well," she said. "We use so much. We drink cold water. We wash the clothes clean with hot water. But I do not know how to pull it up. Please help."

The brother said, "Hold this bird and I will help you. It does not fly around any more because it got its wing cut."

"Thank you. What a pretty bird." she said. "I wish you would give it to me. If you will let me keep it I will always be very kind to it. I will care for it myself. I will make it grow well again."

"Yes, you may have it," said the brother. So he gave her the bird and went on.

At night, he went to sleep under a round yellow hay stack. When it was light again he walked on. Everyday he would walk eight or ten miles. He asked the people about the best things in the world. Some said it was best to sing. Some said it was best to run and jump and play. Some said the green grass was best. Some liked the red and blue and white flowers best. One man said the best thing was to ride a black horse.

He always stopped to help people who needed it. Soon he made many friends. All the people began to like him. They would say, "See there goes the king's son. He would be just right for a king."

Every door was open to him. The people could call to him to stop. They would ask him to come and eat with them. After he ate, he would sit down and read to the children. After he read, he showed them how to draw and write.

DOLCH III:

The Best Thing in the World (Con'd)

Months went by. He still had no beautiful things to take to his father. Just before the year was done he went home again. The time came when the king called his sons together.

"What did you bring?" said the king to the last brother.

"This is too funny!" said the other brothers. "He has nothing!"

"I bring only the friendship of your people," said the last brother.

"And that is the best thing," cried his father. "You shall be the new king."

ABBREVIATIONS USED IN "WANT-ADS"

Abbreviation	Meaning
Ans.	Answer
Appl.	Application;apply
Approx.	Approximately
Appt.	Appointment
Ass't.	Assistant
Attr.	Attractive;good looking
Ave.	Avenue
Bal.	Balance
Bkkp.	Bookkeeper
Blks.	Blocks
Blv.	Boulevard
Bus.	Business
Chg.	Charge
Co.	Company
Comb.	Combination
Comm.	Commission
Cond.	Condition
Conf.	Confidential
Cty.	City
Ct.	Court
Dble.	Double
Del.	Delivery
Dept.	Department
Dr.	Drive
Drv. Lic.	Driver's License
Dupl.	Duplex
E.	East
Ea.	Each
Equip.	Equipment
Etc.	And so forth
Excel.	Excellent, very good
Exper.-ex.	Experience; what you have worked at before
Ext.	Extension
Eve.	Evening
Fri.	Friday
Frig.	Refrigerated
Ft.	Foot
Furn.	Furnished
Gd. Sal	Good Salary
Gen.(housekeeping)	General
Gen.Ofc.	General Office
Guar.	Guaranteed
Hosp.	Hospital
Hr.	Hour
Hrly.	Hourly
H.S. Grad.	High School Graduate
Hskpr.	Housekeeper
Hswk.	Housework
Hwy.	Highway
Inc.	Incorporated
Incl.	Included
Immed.	Immediate
Inst.	Instrument
Loc.	Location
Lt.	Light, does not involve much work
Mach.	Machinery
Maint.	Maintenance
Mech.	Mechanic
M-F	Monday through Friday
M/F	Male or Female-job is open to either
Mgr.	Manager
Mi.	Mile
Min.	Minimum
Misc.	Miscellaneous
Mo.	Month
Mon.	Monday
Natl.	National
Nec.	Necessary
Nite	Night
No.	North
Norm.	Normally
Offc.	Office
Oppty,Oppor.	Opportunity
Opr.	Operator
Pd.	Paid
Per hr.	Per hour;each hour
Perm.	Permanent

Abbreviation	Meaning	Abbreviation	Meaning
Per Mo.	Per month,each month	So.	South
Per Wk.	Per week;each week	Spec.	Specialist
Ph.	Phone	Spl.	Supply
Pkwy.	Parkway	Sq.	Square
Pmts.	Payments	St.	Street
P.O.	Post Office	Sta.	Station
Pref.	Preferred	Sun.	Sunday
Privrm.	Private room	Tel.No.	Telephone Number
Pt.Time	Part time job	Thurs.	Thursday
Pub.	Public	Trans.	Transportation
Ques.	Questionnaire	Trk.	Truck
Qual.	Qualified	Trn.	Training
R.	Road	Typ.	Typing,typist
Refin.	Refinished	Util.	Utilities
Refrig.	Refrigerated	Unfurn.	Unfurnished
Refs.	References	W.	West
Rel.	Reliable	Wk.	Week or work
Req.	Required	Wkdays.	Week days
Res.	Residence	Wkly.	Weekly, each week
Rm.	Room	Wnt.	Want
Rm.-bd.	Room and Board	WPM	Words per minute
Rt.	Route	Wtr.	Water
Sal.	Salary	Yd.	Yard
Schl.	School	Yr.	Year
Sec.;secr.	Secretary	Yrly.	Yearly;each year
Serv.	Service	&	And
SH	Shorthand	¢	cents
Sing.	Single	$	Dollars, money
Sm.	Small,some		

FUNCTIONAL SIGHT WORDS

The following list of words and phrases should be a part of every student's learned vocabulary. Many times students will tire of the standard 'word lists' and acquiring the words listed below will make learning more meaningful. These words and their definitions should be taught beginning in the lower grades and continued through the high school level.

Months of the Year

January
February
March
April
May
June
July
August
September
October
November
December

Days of the Week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Functional Sight Words

No Checks
Employees Only
Exit
Flammable
Inflammable
Gentlemen
Keep Out
Out of Order
Poison
Push
Slow
Off
On
Hot
Cold
Defrost
High Voltage
Out
Use Other Door
Bus Stop
Enter
Fire Escape
Restrooms
Lost and Found
Police
Private
Quiet
Emergency
Stairs
Elevator
Escalator
Wet Paint
Ring for Service
Do Not Touch
In
Single
Do Not Disturb
Closed
First Aid
Closed
Ladies
Keep Off
No Smoking
Telephone
Fire Department
Pull
Print
Mail Box
Man
Woman
Help Wanted
Danger
Do Not Enter
Married

Functional Phrases

Date of Birth
Wait for Hostess
Wait to be Seated
Apartment for Rent
Apply at Personnel Office
Marital Status
Give three references
No pets allowed
No talking
No bare feet in store
Shirts and shoes required
Wait Here
Part-time Help
Print or type legibly
Out to Lunch
One to a Customer
No food or drinks
No eating
For Office Use Only

COMMONLY SEEN WORDS

A

Address
Age
Air Force
Airport
Annual
Application
Army
Auditorium
Authorized Personnel Only

B

Back
Barber
Be careful
Behind
Bell hop
Be Prepared
Beware
Birth
Birth Certificate
Bottle Deposit
Bottom
Bridge
Bridge Out
Broken
Brother
Budget
Bus Driver

C

Cafe
Cafeteria
Cashier
Cents
Check
Checking Account
Chemicals
Children
Church
Citizen
City
City Hall
Clearance
Cold
Construction
Contents
Courts
Crossing
Cross Roads
Cross Walks

D

Daily
Dairy
Danger
Dangerous
Date of Birth
Daughter
Dead End
Deductions
Deep
Dentist
Department Store
Dependents
Detour
Discount
Dollars
Do Not Cross
Do Not Disturb
Do Not Touch
Do Not Walk (Don't Walk)
Drive Carefully
Drive-In
Drugs
Drug Store
Dry Cleaners

E

East
Education
Emergency
Employ
Employer
Employment Agency
Endorse
Enter
Escalator
Exist

F

Family
Fatal
Father
Federal Income Tax
Female
Fill in the Blanks
Fire
Flood Guage
Follow Directions for Use
For External Use
Former Employers
Front

G

Girls
Go
Grocery Store

H

Harmful
Heavy
Height
Help Wanted
High Water
Highway Department
Hospital
Hotel
Husband

I

Icy
Income Tax
Ingredients
Insurance
Intersection

J

Janitor
Job

K

Keep Left
Keep Right

L

Laborer
Laundromat
Laundry
Loft
Light
Location
Lounge
Low

M

Male
Manhole
Marital Status
Marked Down
Married
Meat Market
Men at Work
Military Status
Money Order
Monthly
Motel
Mother

N

Name
Navy
Next Window
No Drinking
No Left Turn
No Parking
North
Not Responsible for Accidents

O

Obey
Occupation
Off Limits
One Way
Operator

P

Personal Reference
Pharmacy
Physical Defect
Physician
Polluted
Prohibited

Q

Quiet

R

Radar Enforced
Railroad Station
Regulations
Restaurant
Restroom
Right
Right Turn After Stop
Ring for Service

W

Wait
Waitress
Want Ads
Warning
Washateria
Weekly
Weight
West
Wife
Work
Write

Y

Y.M.C.A.
Y.W.C.A.
Year
Yield

Z

Zip Code

DOLCH WORD LIST

CONJUNCTIONS

and
as
because
but
if
or

PREPOSITIONS

about
after
at
by
down
for
from
in
into
of
on
over
to
under
upon
with

PRONOUNS

he
her
him
his
I
it
its
me
my
myself
our
she
that
their
them
these
they
this
those
us
we
what
which
who
you
your

ADVERBS

again
always
around
away
before
far
fast
first
here
how
just
much
never
no
not
now
off
once
only
out
so
soon
then
there
today
together
too
up
very
well
when
where
why
yes

ADJECTIVES

a
all
an
any
best
better
big
black
blue
both
brown
clean
cold
eight
every
five
four
full
funny
good
green
hot
kind
light
little
long
many
new
old
one
own
pretty
red
right
round
seven
six
small
some
ten
the
three
two
warm
white
yellow

VERBS

am
are
ask
be
been
bring
buy
call
came
can
carry
come
could
cut
did
do
does
done
don't
draw
drink
eat
fall
find
fly
found
gave
get
give
go
goes
going
got
grow
had
has
have
help
hold
hurt
is
jump
keep
know
laugh
let
like
live
look
made
make
may
must
open
pick
play
please
pull
put
ran
read
ride
run
said
saw
say
see
shall
show
sing
sit
sleep
start
stop
take
tell
thank
think
try
use
walk
want
was
wash
want
were
will
wish
work
would
write

INSTRUCTIONAL AND DIRECTIONAL WORDS

right
left
corner
given
through
underline
circle
turn to
draw
match
supply
missing
complete
before completing
stop
begin
select
choose
locate
on the line
along the line
cut

paste
glue
fill in
copy
over
find
refer to
cross out
put a cross
mark
upper
lower
connect
etc.
describe
write
use pen
use pencil
print
sign
pencil only
state

IRREGULAR WORD LIST

I. to, of

II. would, one, there, been, some

III. know, write, should, once, could, want, who, said, only, Mr., many, great, again, today, people, sure, thought, answer, anything, enough four, says, tomorrow, aunt, guess, nothing, pretty, talk, through, Wednesday, brought, built, buy, hair, hour, women, young, does, eye, iron, laugh, move, Mrs., ought, question, saw, walk, wear, whose, automobile, build, break, busy, Christmas, country, door, floor, minute, suit, warm, whole

IV. against, fourth, gone, shoe, tonight, weight, wrong, anywhere, beauty, blood, bloody, bruise, bury, climb, comb, cupboard, double, freight, handkerchief, honest, juice, knee, knife, knock, limb, listen, naughty, neighbor, prove, quart, rough, scissors, sleigh, stalk, straight, straighten, sugar, thumb, tongue, whistle, wrap

QUICK TEST OF READING LEVELS

PURPOSE:

1. To determine approximate reading level
2. To determine a starting-place for competency testing
3. To determine approximate progress, as posttest

INSTRUCTIONS FOR USE:

1. Reproduce each list on a separate card
2. Begin with the list at least three years below the student's grade level.
3. Have the student read a list aloud to you. If he makes any errors, have him read an easier list. The list that he reads with no errors is his base reading level.
4. From the 'base level' card, have him read every card, noting the errors, until he reads a card with 3 errors. Stop. Beyond this point is non-fluency.

SCORING:

1. Independent Reading Level: no more than one wrong word per list.
2. Instructional Reading Level: no more than two errors per list.
3. Frustration Reading Level: three or more errors on the list.

PRE-PRIMER	PRIMER	1	2	3
one	you	road	our	city
play	come	live	please	middle
me	not	thank	myself	moment
at	with	when	town	frightened
run	jump	bigger	early	explained
go	help	how	sand	several
and	is	always	wide	lonely
lock	work	night	believe	draw
can	are	spring	quietly	since
here	this	today	carefully	straight

READING LEVELS (Con't)

4	5	6	7	8
decided	scanty	bridge	amber	capacious
served	certainly	commercial	dominion	limitation
amazed	develop	abolish	sundry	pretext
silent	considered	trucker	capillary	intrigue
wrecked	discussed	apparatus	impetuous	delusion
improved	behaved	elementary	blight	immaculate
certainly	splendid	comment	wrist	accent
entered	acquainted	necessity	enumerate	acrid
realized	escaped	gallery	daunted	binocular
interrupted	grin	relativity	condescend	embankment

9	10	
conscientious	zany	galore
isolation	nausea	rotunda
molecule	gratuitous	capitalism
ritual	linear	prevaricate
momentous	inept	ricible
vulnerable	legality	exonerate
kinship	aspen	luxuriate
conservatism	amnesty	piebald
jaunty	jerkin	crunch
inventive	barometer	